



# Midsomer Norton Schools Partnership

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## SPECIAL EDUCATIONAL NEEDS POLICY & PROCEDURES

Please be aware that each individual school in the MNSP has their own agreed SEND Procedures, refer to the following appendices for each school in addition to the wider MNSP Policy and Procedures.

[Beechen Cliff](#)

[Bucklers Mead](#)

[Clutton](#)

[Critchill](#)

[Dundry](#)

[Farrington Gurney](#)

[Hayesfield Girls' School](#)

[Hemington](#)

[High Littleton](#)

[Leigh-on-Mendip](#)

[Longvernal](#)

[Midsomer Norton](#)

[Norton Hill](#)

[Norton Hill Primary](#)

[Peasedown St John](#)

[Shoscombe](#)

[Somervale](#)

[St Dunstan's & Park Road](#)

[St John's](#)

[St Julian's](#)

[St Mark's](#)

[St Mary's](#)

[Trinity Church School](#)

[Welton](#)

[Westfield](#)

[Writhlington and Mendip Studio School](#)

[Appendix 1 – Glossary of abbreviations](#)

## SEND PROVISION

### Rationale

The Midsomer Norton Schools Partnership (MNSP) is committed to inclusive education which values and develops each individual. This policy describes the ways in which the schools meet the needs of students who experience a barrier to their learning as a result of their special educational needs. It outlines how students with special educational needs are identified, assessed, supported, monitored and reviewed so that they can access an appropriate curriculum and achieve in line with their potential.

### Roles and Responsibilities

- The Trust will be responsible for adopting the policy and reviewing its effectiveness.
- The Leadership Team will be responsible for monitoring the effective implementation of the policy over time.
- The SENDCo has responsibility for the day to day management and implementation of the policy and procedures and for managing and deploying resources effectively as outlined in the Special Educational Needs and Disability: Code of Practice (DfE: January 2015).

- Staff, including teachers and support staff will be responsible for ensuring that the policy and procedures are followed consistently.

### **Admissions**

- The MNSP adopts an inclusive admissions policy.
- The special educational needs of a student, curriculum arrangements and support will be carefully planned and considered as part of the school's admission process.
- In all decisions, due regard will be given to what is considered to be in the best interests of the individual and the whole student population.

### **SEND Specialist Provision**

- In line with the SEN Code of Practice 2015, this policy needs to be considered in conjunction with each school's SEND Information Report
- The support provided for all students with special educational needs is outlined by the school specific pages below.
- A team of specialist staff with relevant expertise and training support a wide range of special educational needs. Teaching staff have a responsibility to adapt or differentiate resources and provide varied, high quality teaching and learning styles to meet all students' individual needs.

### **Access**

In line with current Equality legislation, the Trust's Accessibility Plan outlines the access arrangements in place for all persons who have a disability.

## **IDENTIFICATION, ASSESSMENT & PROVISION FOR PUPILS WITH SEN**

### **Identification, Assessment and Review**

- The SEND Support Register includes the names of all students with SEND.
- The school adopts a graduated approach to students' special educational needs as outlined in the SEN Code of Practice 2015: this takes the form of a 4-part cycle of early intervention, planning and delivering support, monitoring and reviewing progress.
- Students are placed on the register at SEN Support (K) or Education, Health and Care Plan (EHCP) according to their level of need and support requirements.
- It is anticipated that individual students may move within these levels on the SEN register as their needs and support requirements change.
- All students on the Register have a provision plan which outlines their special educational needs and the strategies or interventions in place to meet these needs.
- Students with an EHC Plan also have a person-centred 'One Page Profile' which is reviewed and updated at the Annual Review.
- The process adopted by the school to request an EHC Plan follows the local authority's statutory assessment criteria.

### **Inclusion**

- The MNSP includes all students in an appropriate broad, balanced and differentiated curriculum including the National Curriculum.
- All teachers have a responsibility to differentiate teaching and learning resources in order to deliver high quality teaching to suit the individual needs of all students with SEND.
- All students are given the opportunity to engage in a wide range of extra-curricular activities.
- The MNSP has a policy of providing access arrangements for students in external examinations in accordance with exam board criteria.
- Due consideration is given to any issues of access to information or physical resources by students or members of the wider school community.
- Appropriate reasonable adjustments are made to school procedures to ensure fair access and inclusion for all.

### **Resourcing**

- Delegated SEND funding is deployed to meet all students' special educational needs equitably and effectively.

- In accordance with good practice, a system of ‘provision management’ is in place to effectively deploy resources and map provision for all students with SEND needs across all year groups.
- Accurate records of all SEND spending are maintained by the school’s finance manager

### **Criteria for Evaluating Success**

- A range of attainment data is used to assess, plan, monitor and review individual student performance.
- Students with SEND are set realistic and attainable personal targets.
- Students with SEND are expected to achieve in line with their personal school-based targets and national expectations.
- Students with SEND will receive appropriate transitional support and guidance at all key stage transfers.

## **COMMUNICATION AND COLLABORATION BETWEEN SCHOOL STAFF, PARENTS, STUDENTS AND EXTERNAL AGENCIES**

### **A collective responsibility of all school staff for students with SEND**

- All staff participate in the processes of special needs provision within the school.
- As outlined in the Code of Practice 2015, all teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants and specialist staff.
- All subject teachers acknowledge the targets and implement the strategies outlined on the provision plan and One Page Profile.
- All staff and tutors contribute to monitoring the provision plan and One Page Profile
- All staff will receive relevant training in effective classroom management of SEND as part of their ongoing professional development and the school’s INSET / CPD programme.

### **Communication and collaboration with school staff, parents and external agencies**

- The SENDCo will maintain effective communication with parents, teachers and relevant pastoral or support staff.
- The SENDCo will liaise with all external professional agencies to help meet an individual’s needs as outlined in the school’s Special Educational Needs Procedures.
- Staff and parents are invited and encouraged to participate in the review of the provision plan or EHC Plan.
- Regular and frequent communication occurs between support staff and subject teachers to plan support and individual learning targets.
- MNSP recognises the value of working in partnership with parents and professional agencies. If a complaint arises regarding special educational needs provision, it is anticipated that this will be resolved through a meeting with the SENDCo in the first instance. If a concern persists, or the matter involves professional misconduct, the MNSP formal Complaints Procedure may need to be followed.

### **Student Voice**

- The MNSP actively involves all students in reviewing their progress against their own individual targets.
- Students participate in the writing and review of their provision plan and One Page Profile.
- The MNSP adopts a Person-Centred approach to review. Students with an EHC Plan actively participate in their Annual Review meeting.
- Students with SEND are encouraged to become involved in the school’s ‘student voice’ initiatives.

### **Liaison with Other Schools**

- Each MNSP school has strong professional links with other local primary and secondary schools through the Trust’s CPD/ Inset programme. Some schools are part of the Norton Radstock SENCO Network and other clusters.
- Primary liaison arrangements are well established and information is transferred between schools. There is also good liaison between secondary schools and local sixth-form or further education colleges as part of key stage 4 to key stage 5 student transitions.

## **LINKS WITH OTHER POLICIES**

This policy should be implemented in conjunction with the following school policies:

- *Admissions*

- *Anti-bullying*
- *Behaviour Management*
- *Child Protection Policy*
- *Complaints Procedure*
- *Data Protection / Freedom of Information*
- *Equal Opportunities*
- *Health & Safety*
- *Accessibility Plan*

## SPECIAL EDUCATIONAL NEEDS PROCEDURES

### Defining Special Educational Needs

A child or young person is defined as having Special Educational Needs if they have ‘a learning difficulty which calls for special educational provision to be made for him or her’ (SEN Code of Practice January 2015)

Further details of definitions can be found in the Code of Practice guidance available on the DFE website ([www.education.gov.uk](http://www.education.gov.uk))

### Understanding Special Educational Needs

Each SENDCo maintains a register listing all the students in their school who have been identified as having special educational needs. The information on this record enables the SEND team, teaching and pastoral staff to ensure that each individual student’s needs are recognised and supported appropriately.

Types of SEND are recorded with an appropriate code, according to the Student Annual Census (*PLASC*) in line with the SEN reforms introduced in September 2014.

Code	Description	Definition
SpLD	Specific Learning Difficulty	Specific difficulties often with reading or spelling: ‘Dyslexic or dyspraxic type’ problems.
MLD	Moderate Learning Difficulty	‘Global’ weakness in literacy, numeracy and learning skills.
SEMH	Social, Emotional and Mental Health needs	Social and emotional needs, challenging or disturbing behaviour, possible mental health issues. Also includes ADD / ADHD/ Attachment disorder and Tourette’s Syndrome
SLCN	Speech, Language & Communication Needs	Speech & Language impairment. Difficulties with expressive / receptive language.
ASD/ ASC	Autistic Spectrum Disorder/ Condition	The Autistic spectrum, including Asperger’s Syndrome.
HI	Hearing Impairment	Auditory hearing impairment.
VI	Visual Impairment	Visual impairment.
PD	Physical Disability	Wide range of possible physical difficulties.
OTH	Other	Anything not appropriately covered above.

Each schools Additional needs register identifies all pupils who may require some additional support to enable them to be fully included. Alongside pupils with SEND, the register also identifies:

Student who are ‘**Looked after or were formally looked after**’. These pupils are included as LAC/Formally LAC on the register. Whilst LAC/Formally LAC is **definitely not** a SEND, it is important to be aware and monitor the progress of these young people, as they often underachieve academically and socially.

Students who have **English as an additional language (EAL)** needs are also not an SEND category but may need additional support with their language acquisition and classroom skills.

Students who have a disability which is recognised under the current Disability Discrimination and Equality Act criteria are identified as DIS. It is important that school staff are aware of any needs these pupils may have, even if the pupils themselves or their parents, may not consider them to be disabled.

<b>SEN Stage</b>	<b>Code</b>	<b>Description</b>	<b>Support at this stage</b>
<b>SEN Support</b>	<b>K</b>	<b>School based and external agency intervention</b>	<p>Student receives support within school time &amp; resources. May include TA support in the classroom or additional intervention support for literacy, learning or social needs. Support is recorded on a <b>Student provision plan</b>, updated regularly and shared with parents.</p> <p>Additional input may also be sought from an external professional agency, for example – LA agencies, CAMHS Service, Social Care Services etc.</p> <p>Good home/school communication is encouraged with opportunities to discuss and review provision regularly. This can take place with the SENDCo at Parents Evening, Academic Review Evening or at an arranged review meeting.</p>
<b>Request for Statutory Assessment</b>	<b>Q</b>	<b>School request to the LA for a Statutory Assessment</b>	<p>Student remains at SEN Support with all support arrangements in place. School completes a local authority request for a Statutory Assessment. This process must be completed within 20 weeks. If successful, the student receives an EHC Plan. If not, the student remains at SEN Support <b>K</b>.</p>
<b>Education, Health and Social care plan</b>	<b>E</b>	<b>EHC Plan</b>	<p>EHC Plan identifies SEN needs, provision &amp; objectives. LA name school placement and possibly issue top-up funding. Students have a detailed provision plan and a One Page or Person Centred Plan. A mandatory <b>Annual Review</b> involving key staff is completed each year to review the plan</p>

### **Education, Health and Care Plans (EHC Plan)**

Following Statutory Assessment, an EHC Plan will be provided by the Local Authority, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff and parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The Annual Personal Review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place.



## Beechen Cliff – SEND Procedures

SEND Coordinator (SENDCO) : Joanna Blair  
Local Offer Report [www.bathnes.gov.uk/localoffer](http://www.bathnes.gov.uk/localoffer)

SEND Governor- Helen Eastwood

### Responsibilities

The named person responsible for coordinating provision for pupils with Special Educational Needs and/or disabilities (SEND) is Joanna Blair (SENDCO.) The Link Governor, Helen Eastwood, is responsible for monitoring the quality assurance of SEND provision and raising awareness of SEND issues at governing body meetings.

The SENDCO manages a team of Teaching Assistants who support pupils through a range of provisions. A number of our Teaching Assistants have Higher Level Teaching Assistant (HLTA) status. We have a Maths teacher who works within the SEND Dept.

### Identification of pupils with SEND

Early identification of SEND is essential in order to enable pupils to achieve their potential.

Many pupils with SEND will have been identified during the primary school phase. We liaise closely with the primary schools in order to gain a picture of need and provision for individual pupils.

From Year 7, a continuum of support is provided based on the following information:

- Information received by the SENDCO and Heads of House during transition meetings from KS2 to KS3
- Cognitive Abilities Tests (CATS) taken by all pupils on entry to Years 7-11
- SATS and Teacher Assessment levels
- Issues/concerns raised by parents and/or staff

It is recognised that a need may be identified at any point during a pupil's education. The SEND Dept aims to make appropriate provision for such pupils as soon as resources are available.

### Provision

It is recognised that high quality teaching, appropriately differentiated, is the first step in responding to the needs of pupils, and as such, 'every teacher is a teacher of SEND.'

Pupils who need SEND provision over and above 'provision for all', are supported through a graduated response. Provision may be through one or more of the following:

- Support is provided for pupils with an Education, Health and Care Plan (EHCP) in line with their identified needs and provisions.
- One to one/small group intervention working on structured programmes. Interventions include: literacy, language and communication, numeracy, social skills, study skills. Intervention may take place during registration time, so that lessons are not missed. Pupils who require a higher level of support are withdrawn from one or more lesson per week in agreement with parents and subject teachers.
- In Year 8 and 9, some pupils study additional literacy and study skills instead of learning two Modern Foreign Languages.
- In Year 10 and 11, some pupils have literacy and study skills support either instead of a GCSE option, or during registration time.
- In Year 12 and 13, coursework and study support is available in negotiation with individual students.
- Some pupils follow a personalised curriculum, enabling them to focus on vocational and life skills. This may involve long term work experience placements.
- Allocation of a key worker for pupils with an EHCP/Statement, where a high level of support across a range of subjects is required.
- Support with mobility for pupils with a physical disability.
- Transition package, including additional visits to school, for vulnerable pupils transferring from KS2.
- Providing differentiated resources.
- Support for homework and personal organisation.
- Mentoring sessions with Teaching Assistant or 6<sup>th</sup> form mentor.
- Pupils who may be eligible for access arrangements in public exams are identified and tested.

- An Achieve Curriculum for Year 7 with significant literacy difficulties which includes a synthetic phonics reading programme taught by the SENDCo alongside a small group for English

The SEND Dept also works with a range of outside agencies to provide support as appropriate. Speech and Language support is accessed through the Speech and Language Inclusion Partnership. Specialist support for pupils with a Hearing or Visual Impairment is accessed through the sensory Support Service. We also seek advice from the ASD outreach service based at Fosseway School. Beechen Cliff works closely with the Hospital Education and Reintegration Service (HERS) when pupils have a medical need and are temporarily unable to access education in school.

In addition to the above, the SEND Department provides a welcoming and supportive environment to any pupil who has concerns about their learning or wider school experience.

### **Monitoring**

The SEND register acts as a record of all pupils with SEND and/or a disability. This is held electronically and all staff have access to it. A summary of the needs and appropriate strategies for pupils with an EHCP/Statement is recorded. More detailed Learning Profiles are circulated for pupils with an EHC Plan, outlining their strengths, difficulties and appropriate strategies.

Pupils with an EHCP/Statement have an Annual Review where the plan is reviewed in detail, and actions are identified for the coming year. These pupils also have SMART targets which are reviewed on a fortnightly basis. The SEND Dept uses an electronic tracking system to record the daily observations of these pupils.

Each year group has an annual Parents' evening to discuss each pupil's progress. If a parent/carer has concerns regarding progress they are encouraged to contact the SENDCO outside the normal meeting times, as it is recognised that early intervention is beneficial.

### **Wider support**

As part of the Children and Families Act 2014, all Local Authorities must publish a Local Offer outlining support and services which may be available to children and young people aged 0-25 in the locality. To access the B&NES Local Offer, go to [www.bathnes.gov.uk/localoffer](http://www.bathnes.gov.uk/localoffer)



## Bucklers Mead – SEND Procedures

SENDco - Sophie Thompson

Somerset Local offer - <https://www.somerset.gov.uk/education-and-families/somersets-local-offer/#OurOffer>

### Aims & Objectives

Our SEND procedure aims to:

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

Buckler's Mead School seeks to ensure all students enjoy high quality learning experiences through which they are able to achieve their full potential. Our inclusive ethos aims to encourage all students to be actively involved in their own learning. This involves valuing all students and staff equally and reducing barriers to learning and participation.

### Aims:

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.
- Support all students to excel by following the Assess, Plan, Do, Review cycle.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents.

### Objectives:

- **Identify the needs of students with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services (and feeder primaries) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the Special Educational Needs Co-ordinator (SENCo). The school collates data from KS2 SATS tests from year 6 and upon entry into year 7 students will complete Cognitive Ability Tests (CATS) to increase our knowledge of student strengths and barriers.
- **Monitor the progress of all students in order to aid the identification of students with SEND.** Continuous monitoring of those students with SEND by their teachers will help to ensure they are able to reach their full potential.
- **Make appropriate provision and adaptations to overcome all barriers to learning and ensure students with SEND have full access to the curriculum.** This will be coordinated by the SENCo and Learning Support Department and will be carefully monitored and regularly reviewed in order to ensure that students are given every opportunity to access the curriculum and are supported where appropriate.
- **Work with parents/ guardians** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and support outside agencies** when the students' needs cannot be met by the school alone. Buckler's Mead may receive further support from external agencies for example, Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), Visual Impairment Service and Hearing Impairment Service.
- **Create an environment where students can contribute to their own learning** by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all students at regular intervals.

### Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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 children or young people of the same age by mainstream schools.

The status of a student may change throughout the course of their education at Bucklers Mead School and they may move onto or off the register. If at any time you feel we do not have all the information regarding your child's needs, or they have had appointments with external agencies and you have received reports (e.g. Paediatrician), please contact the school and arrange to

pass on any documentation, or arrange a meeting in order to pass on the information with the Special Educational Needs Coordinator (SENCo) or a member of the learning support department, so that we can adjust the arrangements to support your child.

### Arrangements for Coordinating SEND Provision

- The Learning Support Department will hold details of all SEN Support records such as the SEND Register.

All staff can access the following documents on the school systems:

- The Buckler's Mead School SEND procedures
- A copy of the full SEN Register
- Guidance on identification of SEND in the Code of Practice.
- Information on individual students' special educational needs including Personalised Learning Passports and information sheets where applicable.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.
- Information available through Somerset's SEND Local Offer. [Somerset's Local Offer](#)

All teachers are teachers of SEND and adapt their teaching accordingly to meet the needs of the students in their classes. By accessing the above, every staff member will have complete and up-to-date information about all students with special needs and / or disabilities and their requirements.

This document is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

The SENCo, alongside the Senior Leadership Team are responsible for:

- Keeping staff fully informed of the special educational needs of any students including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all students including those with SEN.
- In-class provision and support are deployed effectively to ensure the curriculum is differentiated and adapted where necessary.
- Individual or small group tuition is available where it is felt that students would benefit from this provision.
- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.

### Admission Arrangements

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Students with EHCPs will be assessed by the SEND team at Somerset County Council to help secure an appropriate placement to meet a child's needs.

Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action may be written to aid transition.

### Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for Students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

### Roles and responsibilities

#### The SENCO

The SENCO is Mrs S Thompson

She will:

- Work with the Headteacher and CEO of the trust to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of the SEND procedures and the coordination of specific provisions made to support individual Students with SEND, including those who have EHC plans.

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that Students with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all students with SEND up to date.

### **The SEN Governor**

The SEN Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Headteacher and SENCo to determine the strategic development of the SEND procedures and provision in the school.

### **The Head teacher**

The Head teacher will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEND procedures and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every student in their class. All staff are responsible for meeting the Special Educational Needs and / or Disabilities of the students they teach.
- Working closely with any teaching 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 SENCo to review each student's progress and development and decide on any changes to provision
- Ensuring they follow these SEND procedures.

### **What types of SEND are provided for?**

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- **Cognition and learning**, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy. For example, dyslexia, dyspraxia.
- **Social, emotional and mental health difficulties**, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing, for example, attention deficit hyperactivity disorder (ADHD).
- **Sensory and/or physical needs**, Children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

### **Identifying students with SEN and assessing their needs**

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages.

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 child's previous rate of progress
- Fails to close the attainment gap between the child 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 SEND.

Many students are aware of their difficulties and are keen to receive support, others are referred by staff or parents to be investigated and barriers to learning identified.

#### **Process to aid identification**

1. Once a student has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
2. The subject teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
3. The SENCo/Learning Support department will be consulted as needed for support and advice and may wish to observe the student in class.
4. Through the above actions it can be determined which level of provision the student will need.
5. If a student has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
6. Parents will be informed of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with Buckler's Mead School
7. The student is monitored if concern is raised by parent or teacher but this does not automatically place the student on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
8. Student progress meetings, academic tutorials and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

#### **SEN Support (K):**

Where it is determined that a student does have SEND, parents will be formally advised of this before inclusion of the individual on the school SEND Register. The aim of formally identifying a student with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

#### **Assess**

In identifying a child as needing SEN support the subject teacher, working with the SENCo should carry out a clear analysis of the student's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support professionals are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

#### **Plan**

When it is decided to provide a student with SEN support, parents will be informed. Planning will involve consultation between all stakeholders for example, the teacher, Head of Year, SENCo, and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

#### **Do**

The tutor, Head of Year and subject teachers remain responsible for working with the student on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

### **Review**

Reviewing student progress will be made in several ways. For example, at subject departmental meetings, through round robins, observations and discussions between stakeholders. The review process will evaluate the impact and quality of the support and interventions. The SENCo will revise the support and in light of student progress and development; making any necessary amendments going forward, in consultation with parents and subject teachers.

### **Referral for an Education, Health and Care Plan**

If a student has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a progress review involving parents, SENCo and Head of Year if applicable.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals
- Educational Psychologist

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the student is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[Education, Health and Care Plans \(somerset.gov.uk\)](https://www.somerset.gov.uk/education-health-and-care-plans)

Or by speaking to an Education, Health and Care Plan Coordinator from the SEND team at county hall.

### **Education, Health and Care Plans (EHCP)**

1. Following Statutory Assessment, an EHC Plan will be provided by Somerset County Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff and parents will be involved in developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The Annual Review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place.

### **Consulting and involving students and parents**

Early discussion between the student, parents/carers and school is very important. This helps to identify whether a student may need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- Take in the views and wishes of the child.
- Take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a student will receive SEN support.

### **Supporting Students moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

When a child is moving into the school from another setting we will make contact with their previous school and collate as much information about their needs. This will include parental meetings. If external agencies are involved we will make contact and request access to reports and / or advice on the student.

### **Our approach to teaching students with SEND**

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

Buckler's Mead School works within their financial limits to provide a graduated response in supporting students with SEND. Provision is allocated according to need and follows an "assess, plan, do and review" cycle.

### **Interventions that be considered for a student with SEND**

- **Individualised Literacy Intervention (ILI)** Some students at Key Stage 2 may be experiencing difficulty in reading and/or writing because they have missed or misunderstood a crucial phase of systematic phonics teaching. This intervention allows for tailored individual support for students to improve their literacy skills. This is normally aimed at students with a reading and / or spelling age of below 7 years.
- **Speech, Language and Communication (SpLC)** Speaking, listening, reading and writing are four aspects of language development that are at the core of the school curriculum. There is evidence that children with speech and language difficulties suffer difficulties with all four skills that adversely affect their educational progress and vocational prospects. This intervention is aimed at those children who have a significant need in this area or who have been seen by the Speech and Language service and have a care plan provided for them.
- **Emotional Literacy (ELSA)** This can be delivered through a group session or on a 1:1 basis. Emotional Literacy is the term used to describe the ability to understand and express feelings. ELSA involves having self-awareness and recognition of one's own feelings and knowing how to manage them. It includes empathy, i.e. having sensitivity to the feelings of other people. Emotional Literacy also includes being able to recognise and adapt to the feelings of other people, whilst at the same time, learning how to manage and express one's own emotions effectively. This is helpful to developing good communication skills and the enhancement of our relationships with other people.
- **THRIVE** Thrive is based on established neuroscience, attachment theory and child development, the Thrive Approach provides adults with the knowledge, insights and resources needed to develop the relationships that help children and young people to flourish and learn. THRIVE promotes children's and young people's positive mental health by helping adults know how to be and what to do in response to their differing and sometimes distressed behaviour.
- **Foundation Learning (Years 10 & 11)** This is a small number of students who have had difficulty accessing the full curriculum at the school, or who benefit from having nurtured time within the school week to support their learning in all other curriculum areas. A focus on completing functional skills level ASDAN award in English and Maths may be considered.
- **Individualised Learning Programmes** In some very extreme circumstances it may become necessary to remove a student from timetabled lessons. We never do this lightly and only when all avenues of support have been tried. Normally if a student has been removed from the main curriculum they will initially work in the LSB under the supervision of Mrs Coate and /or an SEN Teaching Assistant, until a decision is made about how best to meet the needs of the student. It might be decided that the needs are best met in another educational establishment.
- **In-Class Support** All the learning support staff regularly support students in lessons across all curriculum areas. The amount of in-class support provided will be needs' assessed and increased or decreased depending on how successful the support is. Most subject areas will deploy their own subject specific teaching assistant to help support some learners in lessons.
- **ASDAN (Year 10 & 11 only)** ASDAN is a pioneering curriculum development organisation and awarding body, offering programs and qualifications that explicitly grow skills for learning, skills for work and skills for life. This is not a GCSE level course, but could take the place of an option in years 10 & 11 if the student is finding accessing the curriculum challenging.
- **Exam Access Arrangements** All Year 10 students (previously receiving support or new to Buckler's Mead School) are screened to assess if they require access arrangements for public examinations. Gathering of information and further assessments are completed. Applications are made for students who meet the criteria set by the Joint Council for Qualifications (JCQ). Parents/carers of students requiring access arrangements will be informed by letter.

### **Adaptations to the curriculum and learning environment**

Buckler's Mead School ensures that reasonable adjustments are made to both the academic and pastoral needs of the students with SEND, allowing them to develop their skills, achieve their potential and prepare for the future. Our intention is to enable all students, whatever their need, to benefit from access to a full curriculum and to the life of the school. There are, however, areas of Buckler's Mead School that are inaccessible for those who use wheelchairs.

Students with more acute needs may have in-class support or a modified curriculum. Both the academic and pastoral needs (emotional & social needs) of students are met by a range of staff within Buckler's Mead School such as Form Tutors, Heads of

Year, Heads of Department, subject teachers and learning support staff. Further support is also available through links with external agencies.

We make the following adaptations to ensure all students' needs are met:

- Using an inclusive approach in lessons
- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

#### **Additional support for learning and external agency working**

We have teaching assistants who are trained in various SEND specialisms in order for them to deliver interventions.

Teaching assistants may work with a student on a 1:1 basis, within small groups or within the classroom being guided by the class teacher.

Here are examples of external agencies we work closely with to provide support for students with SEN:

- Somerset Parent and Young People's Partnership Service
- School Health
- Educational Safeguarding Service
- Local Authority Support Services e.g.
  - Virtual School & Learning Support Service
  - Educational Psychology Service
  - Autism and Communication Service
  - Hearing Support Service
  - Vision Support Service
- Children Social Care and Family Intervention Service
- REACH
- Future Roots – Ryland's Farm
- EAQ Manor Farm
- Core Creative Education
- Parent and Families Support Assistant (PFSA)
- South Somerset Partnership School

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

#### **Expertise and training of staff**

Our SENCO has gained the National Award for Special Education Needs, which is the legal requirement for the post held. Mrs S Thompson is allocated 3 days a week to manage SEND provision.

We have a team of 10 teaching assistants, who are trained to deliver SEND provision.

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND.

The school seeks the support of external agencies when a need for specialist training is identified. The Learning Support Department and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEND issues.

The SENCO attends relevant SEND courses, network meetings and facilitates and signposts relevant SEND focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities through a range of local agencies working with specific students at the school.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management

### **Allocation of Resources for Students with SEN**

All students with SEND will have access to Element 1 and 2 of a school's budget, which equates to £6,000. For those with the most complex needs, additional funding (High Needs) is retained by the local authority. The SENCo will apply for additional funding via the Education, Health and Care Plan application procedures as administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for additional funding. It is the responsibility of the trust CEO, senior leadership team, SENCo and Governors to agree how the allocation of resources are used.

### **Enabling Students with SEND to engage in activities available to those in the school who do not have SEND**

All extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our day trips and residential experiences if these are available.

All students are encouraged to take part in sports day/school plays/special workshops, etc.  
No student is ever excluded from taking part in these activities because of their SEN or disability.

### **Support for improving emotional and social development**

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school council
- Students with SEND are also encouraged to be part of Learning Support Base to promote teamwork/building friendships and to access study support e.g. homework.
- We have trained THRIVE practitioners and ELSA trained Teaching Assistants.
- We have pastoral care, which consists of 5 Heads of Year and 5 pastoral support assistants.
- We have a school counsellor
- We have a zero tolerance approach to bullying.

### **Evaluating the effectiveness of SEN provision**

In order to make continuous progress in relation to the SEND provision at Buckler's Mead School, we encourage feedback from staff, parents and students during the academic year.

Parents can access the SENCo and Learning Support Department regularly by making an appointment or sending alternative communication e.g. email.

Staff surveys are conducted throughout the academic year as well as collecting parental feedback at parents evenings/consultation evenings. This will be collated and published by the directing body of a school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

### **Communication with the SEND Department**

1. School office telephone number: 01935 424454 ask to speak to the Learning Support Base.
2. Email the main office on: [office@bucklersmeadacademy.com](mailto:office@bucklersmeadacademy.com) and mark it F.A.O Mrs Thompson
3. You can write a letter, please find the school address on our Website.

### **The local authority local offer**

Our local authority's local offer is published here: [Somerset's Local Offer](#)

### **Monitoring arrangements**

The SEND procedures will be reviewed by the SENCO and Head teacher every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.



## Clutton Primary – SEND Procedures

SEND Coordinator (SENDCO) : Laura Muckley

Local Offer Report <https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send/schools-sen-information-reports/clutton-primary-school>

SEND Governor : Cathy Bush

Learning Support Assistants : Nicola Evans  
: Lisa Fry  
: Faye Miller  
: Juliette Sebright  
: Angie Willcox  
: Steph Wills

## 2 Approach

This policy supports our commitment to Inclusion. We recognise the entitlement of all pupils to a balanced broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that high quality, appropriate and effective provision by suitably trained and resourced staff will be made for all pupils with SEND.

### 2.1 Identification, Assessment and Provision

At Clutton Primary School we have adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are as far as practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and play a full part in all aspects of school life. At times children may be taken out of the classroom for specialist teaching but it is important that the child is comfortable with this.

The SEND Code of Practice 2014 makes it clear that all teachers are teachers of pupils with special educational needs.

All teachers are responsible for identifying pupils in collaboration with the SENDCO. This will ensure that those pupils requiring different or additional support are identified at the earliest stage possible. Assessment and observation are the processes by which SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision. An Educational Health and Care Needs Assessment will be sought where appropriate (assessment of educational, health and social care needs of a child/young person).

### 2.2 Early Identification

This is a priority. The school will use appropriate screening and high-quality formative assessment using effective tools and ascertain pupil progress through:

- Evidence obtained by teacher observation/high quality formative assessment of current skills and attainment on entry
- Pupil performance given their age and starting point
- Pupil performance in NC judged against expected standards.
- Pupil progress in relation to objectives in the National Curriculum.
- Standardised effective screening and assessment tools
- Specialised assessments from external professionals and agencies where necessary
- Reports and records from previous schools/preschool
- Information from parents and child
- National Curriculum Results
- Analysis of work and work patterns.
- Pupil Profiles

### 2.3 Provision

On entry to the school each child's attainment will be assessed. This will help to inform the school of the child's aptitudes, abilities and attainment and will be recorded in the entry profile at Reception. Pupils who transfer further up the school will be assessed accordingly if their attainment on entry is giving cause for concern. The records provided help the school to design appropriate differentiated programmes.

Provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality and personalised teaching is additional to or different from that made generally for others of the same age.

For pupils with identified SEND the SENDCO/Class teacher will:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Provide high-quality differentiated teaching
- Provide appropriate support and intervention based on reliable evidence of effectiveness
- Ensure support and intervention delivered by staff with sufficient skills and knowledge
- Set out a clear set of expected outcomes
- Carry out regular reviews of progress at least 3 x a year, and make adaptations to support provided as required
- Ensure on-going observations/assessments of increasing frequency as necessary and provide regular feedback on progress to inform the planning of the next steps in learning
- Inform and consult parents and child in a joint home-school learning approach.
- Keep LA informed.

The main methods of provision made by the school are:

- Full time education in classes with additional support by appropriately trained and resourced class teacher/subject teachers through a differentiated curriculum
- Periods of withdrawal to work with a suitably qualified support teacher/LSA
- In-class support with adult assistance
- Support from specialists within class or as part of a withdrawal programme, utilising appropriate evidence-based learning programmes and resources.

#### **2.4 English as an additional language**

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from Special Educational Needs. It will be necessary to assess their command of English before planning any additional support that might be needed.

#### **2.5 Monitoring Pupil Progress.**

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

When teachers decide that a pupil's progress is unsatisfactory, the SENDCO is the first to be consulted. The SENDCO and class teacher will review the approaches adopted.

#### **2.6 Record Keeping**

The school will record the steps taken to meet individual needs. The SENDCO/Class teacher will maintain the records and ensure access to them. In addition to the usual school records, the pupil's record file may include:

- Information from parents
- Pupil's own perceptions of difficulties
- Information from other agencies such as Speech and Language Service/Educational Psychologist
- Information from any Education Health and Care Plan and relevant agencies involved.

### **3. Implementation**

#### **3.1 Implementation of the Code of Practice**

Teaching SEND pupils is a whole school responsibility. The core of the teachers' work involves a continuous cycle of assessment, planning, teaching, and reviewing progress, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils will need increased levels of provision and support.

For all children with SEND, the Code of Practice advocates a graduated response to meeting pupils' needs. When

SEND are identified, the school will inform LA and may apply for an **Education Health and Care Plan** as described below.

### **3.2 SEND provision/the Single Category**

SEND provision is characterised by interventions that are different from or additional to the normal differentiated, personalised curriculum. SEND provision can be triggered through concern supported by evidence that, despite receiving high-quality personalised teaching and differentiated tasks, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite differentiation.

### **3.3 School Response**

If the school decides that a pupil needs additional support, the SENDCO in collaboration with class teacher will assess the pupil in order to plan future support. The class teacher will remain responsible for planning and delivering an Individual Action Plan. Parents and child will be kept informed of and consulted on the action taken and results as appropriate.

Suitably trained LSAs will be used to support SEND pupils during Literacy and/or Numeracy. LSA group support will take place outside the classroom at times of the day which will not affect their access to the whole curriculum. LSA individual support will take place if demanded by the nature of the difficulties or the nature of the provision.

Based on the results of assessments the SENDCO and class teacher will decide on the action to be taken. This might include:

- Deployment of extra suitably trained staff to work with pupil
- Provision of alternative evidence-based learning materials/special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies.
- Access to LA Local Offer and support services for advice on strategies, equipment and staff training.

### **3.4 Support Plans**

Strategies for pupils' progress will be recorded in a Support Plan containing information on:

- Short term targets
- Evidence-based teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review.

The Support Plan will only record that which is different from or additional to the normal differentiated curriculum and will concentrate on three or four individual targets that closely match the pupils' needs. They will be discussed with parent and pupil.

Support Plans will be reviewed 3 times a year, at least one of them coinciding with a Parents' Evening. The school will endeavour to hold the reviews in an informal manner and parents' views on their child's progress will be sought. Wherever possible or appropriate the pupil will be involved in this process.

### **3.5 Educational Health and Care Plan**

An Educational Health and Care Plan is characterised by a sustained level of support and the involvement of external agencies. Some children with SEND will already have an Educational Health and Care Plan. In other cases, an application to the LA for an Educational Health and Care Needs Assessment will be made by the SENDCO after full consultation with child and parents at a Support Plan review. External support services will advise on targets and provide specialist input to the support process. Parents and child will be kept fully informed of and consulted in decision making at every stage. The school also recognises that parents have the right to request an EHCP needs assessment. Due attention will be paid to the Local Offer (education, health and care services LA expects to be available locally).

An Educational Health and Care Plan will usually be triggered through continued concern, supplemented by evidence that despite receiving differentiated high quality teaching, provision of appropriate evidence-based interventions by skilled staff and a sustained level of school support a pupil:

- Still makes little or no progress in specific areas
- Continues to work at NC levels considerably lower than expected for a child of similar age from a similar starting point
- Continues to experience difficulty in developing literacy and numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be in spite of having an individualised behavioural management programme
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction problems that impede the development of social relationships thus presenting barriers to learning.

LA/External support services will require access to pupils' records in order to understand the strategies and resources used to date and the targets set and achieved. A specialist may be asked to provide further assessments and advice and possibly work directly with the pupil. Parental and child consent will be sought for any additional information required. The resulting Support Plan will incorporate specialist evidence-based strategies. These may be implemented by the class teacher but involve other suitably qualified adults. Where necessary the school may request direct intervention/support from a specialist/teacher.

### **3.6 Request for an Educational Health and Care Needs Assessment**

The school will have the following information available:

- The action followed with respect to SEND
- Pupil's Support Plans
- Records and outcomes of regular reviews undertaken
- Information on health and relevant medical history
- Literacy and numeracy attainment
- Other relevant assessments from specialists involved
- The views of parents
- The views of the pupil
- Any other involvement by other agencies/professionals

An Educational Health and Care Plan will normally be provided where the LA considers that the child requires provision beyond what the school can offer. However, the school recognises that a request for an EHCP needs assessment does not inevitably lead to an Educational Health and Care Plan.

An Educational Health and Care Plan will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to longer-term objectives set in the Educational Health and Care Plan.
- Short term
- Established through parent/pupil consultation
- Set out in a Support Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate evidence-based support where specified

### **3.7 Reviews of an Educational Health and Care Plan.**

An Educational Health and Care Plan must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENDCO will organise these reviews and invite:

- Parents
- The child
- The relevant teacher
- The SENDCO
- A representative of the LA (when appropriate)
- Representatives of other agencies
- Any other person the SENDCO / head teacher considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to EHCP Outcomes
- Review the provision made for the pupil in the context of the curriculum and levels of attainment in literacy/numeracy and life skills
- Consider the appropriateness of the existing Educational Health and Care Plan in relation to the pupil's performance during the year and whether to cease, continue or amend it
- Set new targets for the coming year.

Year 5 reviews will indicate the provision required at Secondary School. At Year 6 reviews the SENDCO of the receiving secondary school will be invited to attend. This enables the receiving school to plan for year 7. It also gives the parents an opportunity to liaise with Secondary personnel.

Within the time limits set out by the Code of Practice, the SENDCO will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA and agencies involved in deciding whether to maintain, amend or cease an Educational Health and Care Plan.

#### **4. School Roles**

##### **4.1 The SENDCO**

The SENDCO plays a crucial role in the school's SEND provision. This involves working with the Head teacher and the Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Ensuring all staff understand their responsibilities to children with SEND and the school's approach to identifying and meeting SEND
- Overseeing the day to day operation of the policy
- Co-ordinating the provision for pupils with SEND
- Advising and supporting colleagues, liaising as necessary and at least termly
- Managing Learning Support Assistants
- Maintaining the school's SEND Register and overseeing pupils' records.
- Ensuring parents are closely involved and consulted throughout and that their insights inform action taken
- Attending network/Cluster meetings in order to take advantage of collaborative planning and staff development
- Making a contribution to inset
- Liaising with external agencies, LA support services, Area SENDCOs, Health and Social Care Services and voluntary bodies
- Reporting to the Governing Body on matters relating to SEND provision through meetings with the SEND Governor.

For effective co-ordination Staff must be aware of:

- The roles of participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEND pupils
- The commitment required by staff to keep the SENDCO informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEND pupils
- What exactly constitutes a 'level of concern' and at which point SEND provision or an Education Health and Care Needs Assessment is initiated
- The procedure by which parents are informed and consulted on decision making and the subsequent SEND provision. Parents must be given clear guidance as to how they can contribute and how they can provide additional information if required.

##### **4.2 The Role of the Governing Body**

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that high standards of provision are made for SEND pupils
- Ensuring that a 'responsible person' is identified to inform all those involved in the teaching and support of pupils with an Education, Health and Care Plan.
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Children and Families Bill 2014 and Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND policy

- Reporting to parents on the school's SEND policy including the allocation of resources from the school's devolved/delegated budget.
- Ensuring the publication and regular updating of details of school's SEND policy and approaches to meeting needs on the school website.

### **4.3 The Role of the Class Teacher**

The Code of Practice clearly acknowledges the importance of the teacher, whose responsibilities include:

- Being aware of the school procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SENDCO, child and parent to decide the action required to assist the pupil to progress
- Working with the SENDCO to collect all available information on the pupil
- In collaboration with the SENDCO, develop Support Plans for SEND pupils.
- Working with SEND pupils on a daily basis to deliver the individual programme set out in the Support Plan
- Working in partnership with Learning Support Assistants
- Providing an individual social curriculum to meet behavioural and emotional needs by using the Behaviour Policy to deal with behavioural difficulties: devising Support Plans and strategies to meet specific needs; this may involve personnel beyond the classroom and will be agreed by the parents and child involved: use positive intervention to encourage friendship building, peer support and peer tutoring.
- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy.

### **4.4 The Role of the Head Teacher**

The head teacher's responsibilities include:

- The day to day management of all aspects of the school including the SEND provision
- Keeping the Governing Body informed about SEND within the school
- Working closely with the SENDCO/SEND team
- Ensuring that all staff are suitably trained in and knowledgeable of SEND
- Ensuring that appropriate evidence-based resources are available
- Informing and consulting parents in the decision making about SEND provision or their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage the involvement of parents and children in their child's education.

### **4.5 Staff Development**

All staff, teachers and LSAs, are required to attend courses that help them to acquire the skills needed to work with SEND pupils. The SENDCO is responsible for school based inset to develop awareness of resources and practical teaching strategies for use with SEND pupils. Individual pupils with specific needs trigger a whole staff training input to ensure that everyone has an understanding of particular needs and the strategies agreed to meet them.

### **4.6 Partnership with Parents**

Clutton Primary School believes in developing a close partnership with parents and this is essential if children with SEND are to achieve in line with their ability. The school considers parents of SEND pupils as valued partners in the process. Depending on age and appropriateness, pupils will also participate in the decision-making processes affecting them.

The school will make available to all parents of pupils with SEND details of the external agencies available.

### **4.8 Links with External Agencies/Organisations**

The school recognises the important contribution that external support services make in assisting to identify assess and provide for SEND pupils.

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Medical officers
- Speech and Language Therapists
- Occupational Therapy
- Hearing Impairment services

- Visual Impairment Services

In addition, important links are in place with the following organisations:

- Pre-school playgroups/nurseries
- Norton Radstock SEND Network
- Fosseyway Special School
- The LA
- Specialist Services
- Educational Welfare Office
- Social Care



## Critchill School –SEND Procedures

### SENDco -

**Local Offer Report** - <https://choices.somerset.gov.uk/025/schools/critchill-special-school/>

#### **What types of SEN do we provide for?**

Critchill School is a maintained day special school for pupils aged between 4-19 years. Our pupil's identified needs are complex and severe in the area of cognition and learning. Our pupils may also have associated needs in the areas of emotional/social and communication and interaction (autistic spectrum disorder and/or speech and language difficulties). In addition, pupils may have sensory or physical difficulties.

All pupils who attend the school will have an Education Health and Care Plan (EHCP).

The admission arrangements for our pupils can be found on our website within the admissions section.

#### **What is our approach to teaching pupils with SEN?**

All of our pupils have Core & Thematic PLIMs, which address their needs at their point of learning. We aim to create a learning environment that is flexible enough to meet the needs of all learners. We continually track and assess the progress of each individual to ensure learning is profoundly personalised.

We understand each pupils' point of learning thoroughly. All learning activities within class are planned and personalised at an appropriate level, so that all learners are able to access learning according to their specific needs. This might mean that in a lesson there would be many different learning activities taking place. In addition to this, all of our students have highly personalised Personal Learning Intention Map's (PLIMs) which staff ensure are embedded into all areas of the curriculum and school life.

Our provision is based on a strong vision that our holistic, aspirational approach to education enables our students to make a positive contribution to school and to the community.

We believe that learning should:

- Engage and excite
- Ensure individuals develop a full range of academic, functional and independence skills
- Allow for skills and knowledge to be acquired and consolidated in a range of settings and environments
- Cater for a range of learning styles- Visual, Auditory, Kinaesthetic, Sensory & Tactile
- Fully prepare pupils with the foundations they need for their journey into adulthood.

#### **How do we adapt the curriculum and learning environment?**

The environment is designed to support children with individual needs e.g. visual timetables, individual workstations, specialist resources and equipment etc.as required. We ensure National Curriculum coverage and adapt and differentiate it to meet the needs of our learners. We teach English, Mathematics and Computing as discrete subjects as well as ensuring that they are embedded into our Thematic lessons.

Our curriculum is also enriched with opportunities to learn in a variety of settings such as:

- Hydrotherapy pool
- Soft play room
- Sensory room
- Creative Technology room
- Outdoor learning
- Community based learning

We also have access to specialist equipment and trainers including:

- Rebound Therapy
- Eye gaze Technology

Further information can be found on our website in the following documents:

- Aspirational Curriculum
- CEIAG curriculum

#### **Teaching and Learning Policy**

##### **How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?**

We are committed to providing a range of opportunities for our children to learn together alongside their mainstream peers. To this end, we have a Specialist Provision Lead who facilitates partnerships with local mainstream schools as well as supporting other mainstream pupils with SEN in schools across Mendip and our Trust (MNSP).

We take part in collaborative events and learning opportunities with other local schools and facilitate learning groups based at Critchill where our students can work with their peers from other schools. These groups have included:

- Music projects with a local Music Charity, Jackdaws
- Reading Projects

- Communication groups
- Sensory groups

As a school, we regularly take part in cross county sporting events as well as local community based projects including working with other schools within the Frome Learning Partnership (FLP).

### **How do we consult parents of pupils with SEN and involve them in their child's education?**

At Critchill School parents are fully included in the process of working with their children/young adults.

This includes:

- Initial visits to school
- Introductory meetings
- School entry plan meetings for all pupils regardless of age
- Daily home/school book for information exchanges and key messages
- Parent/Carer and teacher meetings (PLIM) including update from professionals
- Annual Review meetings and reports
- Parental representation on Governing Body
- Parent involvement in changes in school through informal and formal consultation
- Friends of Critchill- our school charity

### **How do we consult pupils with SEN and involve them in their education?**

All children and young people in our school are treated with dignity and respect. There is full personalisation for the curriculum for each pupil in order that they can access and experience success through-out their school life. At Critchill School each student has 2 Personal Learning Intention Map's (PLIM.)

- Core PLIM: Includes 2 Personal Learning Intentions for English and 2 Personal Learning Intentions for Maths.

- Thematic PLIM: Includes aspirational personal learning intentions in eight key priority-learning areas.

Students and their parents/carers are involved in contributing to PLIMs and reviewing their progress against them throughout the school year.

Our children are encouraged to self-elect into different 'teams.' Which meet regularly at lunchtimes. These teams allow students to contribute to and decide on a variety of aspects of school life. Adults attend these teams but they are facilitated by the children. It is an opportunity for pupils to use the school community to find out more about themselves, what they want to do in the future and then gain skills in order to help achieve their goals. Currently teams include Wellbeing Team, Computing Team, Lego therapy team, Dance Team, Sports Team and Film Team.

The assessment and annual review process of EHC Plans includes the choices and views of pupils as appropriate.

### **How do we assess and review pupils' progress towards their outcomes?**

We have a cycle of assessment activities which assess our pupils to ensure that they make rapid and sustained progress depending on their individual starting points. We audit a pupil's strengths and needs each year in relation to progress s/he makes during the previous year. From this, we design PLIMs. We have six PLIM moderation events each academic year which challenge our staff to consider how they can adapt their teaching to maximise learning opportunities.

Children have PLI's focused on the following key priority learning areas: Maths and English, My ICT, My Communication, My World Connections, My Self and Body, My Play/Leisure, My Thinking, My Community and contribution and My Creativity.

We also use a range of assessment tools to monitor and track our pupils progress (social and academic) including:

- PLIM tracking
- THRIVE (Social and Emotional aspects of development)
- Bug Club (Phonics)

### **How do we support pupils moving between different phases of education?**

When a pupil is due to enter Critchill School we ensure an appropriate period of transition from their former school through good liaison with school staff. New families are invited in for a school tour and School Entry Plan meeting so that we can get to know the Strengths, Needs and Interests of the child so that learning can be personalised from the beginning of their learning journey at Critchill.

All transitions within school are well planned for as children and students move from class to class and phase to phase. At the end of each academic year students undertake 'Transition Days' in their new classes to prepare them for the new academic year. Parents/carers always have the opportunity to meet the new teacher and class staff through formal arrangements such as Annual Reviews and PLIM evenings and informally at social events.

### **How do we support pupils preparing for adulthood?**

At Critchill School we strongly believe that all of our pupils should aspire to be valuable, contributing members of the local and wider community. Students are supported in planning for their transition from school to adult life. Preparation is evident across both our curriculum and within our PLIMs. Our post 16 students undertake much of their learning within the local community. The whole school careers strategy and curriculum helps students aspire to and prepare for the world of work.

KS4 & Post16 students undertake a range of learning in order to prepare them for their next steps. This includes functional skills in English and Mathematics, Level 1 Food Hygiene and Bronze Arts Award. Some work towards gaining accreditation in Life and Living skills. At Critchill School we place a high importance on preparing our P16 students for:

- Moving into employment
- Future learning
- Health
- Independent living
- Self-development and personal skills
- Citizenship and Community contribution

As part of our Working Futures programme we work closely with our local business community to set up sustainable links that will provide Critchill students with work experience opportunities that match their skill sets, interests and will build skills that employers need in the future. We endeavour for as many students as possible to aspire to the world of work and use a supported employment model to help students transition from school into the work place.

### **How do we support pupils with SEN to improve their emotional and social development?**

We are an inclusive school that holds a child's emotional and social development as a priority. The class teachers have an overall responsibility for the pastoral, medical and social care of every child in their class. Critchill School also has members of staff who have undergone THRIVE practitioner training. The key concepts of this have been shared with all staff and are part of our whole school approach. The Thrive approach uses a developmental model to help us understand how our learners develop socially and emotionally from birth through to adulthood. This model gives us a framework for understanding what healthy child development looks like in terms of behaviour and learning and clarifies what the role of adults in student's lives should be in facilitating a child's development at each of the different stages. Furthermore we are able to use the THRIVE approach to:

- interpret children's behaviour
- identify particular developmental needs
- choose appropriate and targeted interventions
- track progress within students social and emotional development

Critchill School has adopted a 'School Wide Positive Behaviour' approach, which is called 'The Critchill Code'. All pupils have a clear understanding of their role in contributing positively to life in the school and there are weekly opportunities to teach skills and knowledge in relation to the 'Code' as well as celebrate and praise progress and achievement.

The school Anti-Bullying Policy can be found on the school website. Parents can also contact the school office for a paper copy.

### **What expertise and training do our staff have to support pupils with SEN?**

Critchill School is highly committed to ongoing training of staff. We track all staff training ensuring it is up to date and statutory duties are met. All staff have clear job descriptions which detail the required qualifications for each post in school. Training is specifically related to the needs of learners in our school and also as required by statutory guidance.

Our annual Continued Professional Development (CPD) program consists of compulsory and optional CPD as outlined in our CPD timetable.

At Critchill School we believe that:

- Good-quality CPD develops individuals and makes a measurable and significant contribution to school improvement.
- CPD should provide our staff with the freedom to innovate and try out different interventions to meet the needs of our pupils
- Professional learning is most effective when teachers collaborate and share practice

Other staff continue to gain a range of certificates to mark their commitment to courses such as Rebound Therapy, Paediatric First Aid, Attention Autism, THRIVE, Dyslexia Screening, QTVI and External Visit Leaders.

We continue to commit to having qualified trainers in school for courses such as Team Teach, Sign-a-Long and The Engagement Model training.

### **How will we secure specialist expertise?**

Critchill School supports its staff to access a wide range of information on appropriate interventions for pupils with different types of need, and to access associated training to ensure they have the necessary knowledge and expertise.

We also secure specialist expertise through ensuring:

- Support from external agencies up-skilling staff.
- Bespoke training appropriate to meet the needs of our learners
- Support from other agencies such as Speech and Language, Occupational therapy, Physiotherapy and Advisory Teachers
- In house specialists including SALT, OT & Behaviour Analyst
- Specialist teachers and TAs leading specific areas of SEN Training to up-skill other staff e.g. Team Teach, THRIVE and
- Teacher of Visual Impairment

- Professional partners such as Integrated Therapy Service (ITS) are involved in working with students, training staff, designing and monitoring specialist programmes and reporting to families.

#### **How will we secure equipment and facilities to support pupils with SEN?**

Critchill School is fully accessible for wheelchair users being on one level.

We have reviewed and enhanced curriculum resources in response to the new curriculum.

#### **How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?**

As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists, social workers, educational psychologists and specialist advisory teachers. The staff at Critchill School generally co-ordinate other professional meetings when the above can be involved. These include Annual Reviews and Parents evenings.

#### **How do we evaluate the effectiveness of our SEN provision?**

The Senior Leadership Team (SLT) regularly undertakes evaluation of the school and its effectiveness culminating in a summary self-evaluation. This is shared and scrutinised by the local governing body and Multi academy trust who analyse and challenge where appropriate.

The Trust, governing body and whole staff are involved in the review and revision of the School Improvement Plan (SIP). Judgements are made of the achievements of school initiatives, the impact on the pupils and this then in turn provides information to populate the summary self-evaluation.

On a termly basis, the SLT analyse data collected from assessment of both PLIMs. This analysis helps to shape the pupil progress meetings with teachers, which in turn informs teachers' planning to ensure that the needs of all pupils are met. Strengths and Needs analysis' are carried out on entry to the school with parents/carers and other placement views are also taken into consideration, when carrying out these baseline assessments.

Each term the pupils' PLIM are shared with parents and they are invited, if they wish, to come in and discuss the priority learning intentions contained within them. There are formal opportunities for parents to discuss their child's progress, but they will always have the opportunity to talk over any concerns, issues or find out more about the provision for their child.

#### **How do we handle complaints from parents of children with SEN about provision made at the school?**

The process for all complaints is made available in the School Handbook which is updated each year and sent out directly to families. The complaints procedure is also available on the website.

If you would like to contact the governors please telephone the school on 01373 464148 or email:-

[chudson@critchillschool.com](mailto:chudson@critchillschool.com)

#### **Who can young people and parents contact if they have concerns?**

As a school we work hard to be in effective communication with students and their families and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and endeavour to be open and accessible so that concerns can be raised and dealt with easily. If the situation arises where families have a concern about the provision being made for their child or the impact of that provision we suggest that in the first instance young people and parents talk to class teachers. If the class teacher has been unable to reassure them that needs are being met effectively, in the next instance they should talk to a member of the Senior Leadership Team and then the Head Teacher if they are still not satisfied they should consult the schools' Complaints Procedure.

#### **What support services are available to parents?**

Parent and Family Support Advisers have been appointed to schools across Somerset to work directly with children and their mothers, fathers and carers along with other agencies and services to improve student participation and learning opportunities. The overall aim of the PFSA role is to respond to early indications that children and families could benefit from additional support.

PFSA's aim to:

- To support parents and carers.
- To strengthen communication between school and home.
- To improve pupil attendance and achievement.
- To ensure parents and carers are aware of outside agencies offering help and advice.
- To encourage parents and carers to take an active part in their child's education and the running of their school.

#### **Where can the LA's local offer be found? How have we contributed to it?**

Somerset's local offer details all Somerset can offer pupils and parents of children with special educational needs.

Somerset's local offer can be found at: <https://choices.somerset.gov.uk/>

Our Local Offer can be found at:

<https://choices.somerset.gov.uk/025/schools/critchill-special-school/>



## Dundry Primary – SEND Procedures

### SENDco – Anne-Marie Maggs

Local Offer Report - [http://www.dundry.com/web/SEND and inclusion /148463](http://www.dundry.com/web/SEND_and_inclusion_/148463)

Roles	Responsibilities
<b>SENDco</b>	<p><b>Anne-Marie Maggs</b> The SENDCO is responsible for:</p> <ul style="list-style-type: none"> <li>• Daily implementation of the SEND policy</li> <li>• Coordinating provisions for children with SEND</li> <li>• Liaising with and advising staff on SEND issues</li> <li>• Updating the SEND provision maps</li> <li>• Over seeing record of SEND pupils</li> <li>• Contributing to the in service training of all staff</li> <li>• liaising with parents and external agencies and transferring of schools</li> <li>• Coordinating and developing school based strategies for the identification and review of children with SEND</li> <li>• Monitoring progress of children on the SEND register</li> </ul>
<b>SEND Governor</b>	<p><b>Claire Mirams</b> On behalf of the governors is responsible for:</p> <ul style="list-style-type: none"> <li>• Monitoring the provision of SEND</li> <li>• Reviewing the policy annually and consider any amendments</li> <li>• Challenge the school and its members to secure necessary provision for any pupil identified with SEND</li> <li>• Ensure that children with SEND are admitted to the school in line with the admissions policy</li> </ul>
<b>All School Staff</b>	<p>The staff at Dundry are responsible for:</p> <ul style="list-style-type: none"> <li>• Working towards the aims and objectives of this document by using school procedures for identifying, assessing, and making provision assessable for pupils with SEND</li> <li>• Provide appropriate support for children</li> <li>• Plan for children’s full participation in learning and physical and practical activities</li> <li>• Support children to manage their own behaviour and take part in learning effectively and safely</li> <li>• Develop appropriate and measurable targets for children’s individual plans</li> </ul>

### Admission Arrangement

Our school endeavours to be a fully inclusive one. All pupils are welcome, including those who have special educational needs. Children who meet the admission criteria will be admitted to school provided the appropriate level of facilities are available to meet the individual child’s needs.

Any application from parents of children who have SEND but do not have an EHC plan will be considered on the basis of the school’s published admissions criteria as part of normal admissions procedures.

All children, including those with special needs, will be expected to follow the school’s behaviour policy. Policies are kept in the school office and on the MSNP network and are available to parents on request. The behaviour policy is given to all when requested.

### Identification, Assessment and Provision

Provision for children with SEND is a matter for the whole school. The governing body, the school’s headteacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants. All members of the school staff have important day to day responsibilities. The 0-25 SEND Code of Practice (2015) identifies ‘four broad areas of (special educational) need and support’ (see chapter 6 for detailed descriptions):

1. **Communication and interaction;**
2. **Cognition and learning;**

3. **Social, emotional and mental health**
4. **Sensory and/or physical needs.**

All staff plan lessons that incorporate the different learning styles the children have. All children on the special needs register have an individual education plan with individual targets which break down the existing levels of attainment into finely graded steps and targets to ensure that all children experience success at their own levels.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy, wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one – to – one situation outside of the classroom.

#### **Partnership Within and Beyond School**

##### **Links with Parents**

The school will promote a culture of co-operation with parents by:

- Ensuring all parents are aware of the schools 'arrangements for SEND 'informing all parents when a child is placed on the SEND register and offer the opportunity for discussion
- Holding formal consultations between the class teacher, parents and when appropriate the SENDCO to discuss the child's needs and approaches to addressing them
- Undertaking Annual reviews for the children with an EHC plan

##### **Links with Children**

In this school we encourage pupils to participate in their learning journey by:

- Being involved in target setting and identifying teaching strategies that work for them
- Incorporating the child's view in all aspects of their education
- Encouraging independence

##### **Links with other Schools**

Our school will ensure that all transfers between schools are planned, monitored and supported to guarantee the successful outcomes for children. We will collaborate with all other support services and agencies involved with the child and with the parents and where appropriate make joint planning arrangements.

##### **Working with External Agencies**

The school has arrangements for securing access to external support services for pupils with special educational needs. This may include; liaison with others schools and/or other specialist provisions.

##### **Staff Development**

Staff are given regular opportunities to develop their skills and confidence in working with children with special educational needs. Governors will be informed of school based training. Staff will be involved in developing practices which promote whole school approaches to special educational needs.

The SENDCO, class teachers and teaching assistants will have opportunities to attend specific courses which are of interest and have a particular bearing on the children they support.

##### **Evaluating Success**

The success of the school's Special Educational Needs Policy and Provisions is evaluated through:

- Monitoring of classroom practice by the SENDCO and Headteacher
- Analysis of pupil tracking data and test results for groups of and individual children
- School self – evaluation
- The School Development Plan

##### **Complaints**

Any complaints regarding the Special Educational Needs Policy or Provision made for children with Special educational needs should be addressed in the first instance to the class teacher. If parents need further advice, they are welcome to arrange a meeting with the SENDCO. If they feel their child's needs are still not being met they should make an appointment to see the Headteacher. If, however, parents are still concerned they may contact the Special Educational Needs Governor.



## Farrington Gurney C of E Primary – SEND Procedures

### SENDco – Dan Turull / Andrew Dix

Local Offer Report - <https://www.farringtongurneyschool.co.uk/our-school/special-educational-needs-and-disabilities.htm>

#### Roles and Responsibilities

##### Teaching staff will:

- identify, through their daily practices those children who are not achieving or behaving as expected - produce a SEN Support Plan (SSP) in consultation with the SENDCO.
- implement and review strategies as set out in the SSP.
- liaise with parents and the child, regarding the strategies used and support being given
- ensure that due regard is taken to the range of needs within their class and plan learning opportunities so that all children can be encouraged to participate - attend meetings regarding individual children - set up pupil one page profiles.
- deal with all children individually and maintain confidentiality at all times
- 

##### The SENDCO will:

- oversee the day-to-day operation of the school's SEND policy
- maintain the SEND register and ensure all records are in place and kept securely
- co-ordinate support and liaise with outside agencies, ensuring that children receive their entitlement
- carry out Annual Review meetings and all reporting/paperwork as needed
- ensure that all children receive the necessary provision to support their needs
- organise Teaching Assistant timetables, in consultations with class teachers and the Head Teacher to meet children's needs.
- ensure that parents are notified when their child is placed on the SEND register and liaise with parents, where needed, to support the class teacher
- attend training and SENDCO network meetings, to keep up to date with latest developments in the subject - lead INSET/training for staff and disseminate information
- 

##### The Head teacher will:

- appoint a SENDCO
- liaise with the SENDCO to ensure all procedures regarding SEN provision and practice are carried out fully - keep the governing body informed of developments with SEND
- ensure that the quality of teaching for children with SEND, and the progress made by the children, should be a core part of the school's appraisal arrangements and the school's approach to professional development for all teaching and support staff
- use patterns and identification, both within the school and nationally to reflect on and reinforce the quality of teaching
- request, complete and submit an Education, Health and Care needs assessment if needed, to the LA
- 

##### The Governing Body will:

- ensure that the necessary provision is made for any child who has a special educational need
- ensure that teachers in the school are aware of the importance of identifying, and providing for those children who have special educational needs
- ensure that the parents are notified of a decision that their child has a special educational need
- nominate a specific governor who will adopt a monitoring and liaison role for SEND
- ensure that the school's arrangements for assessing and identifying children as having SEN are agreed as part of the Local Offer and publish these arrangements on the school's website
- ensure that children and parents are actively involved in decision-making throughout the process

#### Medical Conditions

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

#### Disabled Children

Many children who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEND. Where a disabled child requires special educational provision they will also be covered by the SEND definition.

### **Curriculum**

All children will have access to a broad and balanced curriculum. Teachers will set high expectations for every child, whatever their prior attainment. Targets will be deliberately ambitious. Potential areas of difficulty will be identified and addressed.

### **Identification, Assessment and Provision**

If a child has an identified special educational need when they start at Farrington Gurney Church of England Primary School, the first response will be high quality teaching targeted at the child's area of weakness. Where progress continues to be less than expected, the Headteacher, SENCO and class teacher will:

- use information arising from the child's previous setting to provide a starting point for the curricular development of the child
- identify and focus attention on the child's skills and highlight areas for early action to support the child within class
- assess the child to allow him/her to show what they know, understand what they can do, as well as identifying any learning difficulties
- ensure that assessments and observations provide regular feedback to teachers and parents about the child's achievements and experiences and that these outcomes form the basis for planning the next steps in the child's learning

### **Early Identification**

At Farrington Gurney Church of England Primary School, we believe in the importance of early identification. To identify children who may have a special educational need, we measure the child's progress by referring to:

- their performance monitored by the class teacher through assessments and observations
- their progress against objectives
- their performance against level descriptors
- standardised screening or assessment tools

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. Where there are concerns, an assessment will determine whether there are any casual factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

An Early Help Assessment (CAF) may be appropriate if housing, family or other domestic circumstances may be contributing to the presenting behaviour.

Slow progress and low attainment do not necessarily mean that a child has SEND. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEND. The school will liaise closely with the Ethnic Minority and Traveller Achievement Service to ascertain whether or not a child with English as an Additional Language also has SEND.

There are four areas of need as set out in the SEN Code of Practice:

### **Cognition and Learning Needs**

Learning difficulties cover a wide range of needs including moderate (MLD), severe (SLD) through to profound and multiple (PMLD) learning difficulties.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, Emotional and Mental Health Needs**

Children may become withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health issues. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

### **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. The profile for each child with SLCN is different and their needs change over time.

Children with ASD, including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction.

They may also have difficulties with language, communication and imagination, which can impact on how they relate to others.

## **Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## **Special Education Provision at Farrington Gurney Church of England Primary School**

Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. We will regularly and carefully review the quality of teaching for all children, including those at risk of underachievement.

In deciding whether to make special educational provision, the teacher and SENDCO will consider all of the information gathered from within the school about the child's progress, alongside national data and expectations of progress. For higher levels of need, we have arrangements in place to draw on more specialised assessments from external agencies and professionals.

This information gathering will include an early discussion with the child and their parents. These early discussions with parents should be structured in such a way that they develop a good understanding of the child's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the child and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Where a child is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place.

## **This SEND support should take the form of a four-part cycle:**

### **Assess**

In identifying a child as needing SEND support the class teacher, working with the SENCO, will carry out a clear analysis of the child's needs. This will draw on the teacher's assessment and experience of the child, their previous progress and attainment, as well as information from the school's core approach to child progress, attainment, and behaviour. It will also draw on the views and experience of parents, the child's own views and, if relevant, advice from external support services. We will take seriously any concerns raised by a parent. These will be recorded and compared to the school's own assessment and information on how the child is developing.

This assessment will be reviewed three times a year. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a child responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. The school will liaise with these professionals to help inform the assessments. Where professionals are not already working with school staff the SENDCO should contact them if the parents agree.

### **Plan**

Where it is decided to provide a child with SEND support, the school will discuss this with the parents. The teacher and the SENDCO will agree in consultation with the parent and the child the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Parents will be made aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

### **Do**

The class teacher will be responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the child. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

## **Review**

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions should be evaluated. The class teacher, working with the SENDCO, will revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child.

Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a child has an EHCP, the local authority **must** review that plan as a minimum every twelve months. We will co-operate with the local authority in the review process and, as part of the review, the local authority will require us to convene and hold annual review meetings on its behalf.

## **Involving Specialists**

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

We may involve specialists at any point to advise us on early identification of SEND and effective support and interventions.

We will always involve a specialist where a child continues to make little or no progress or where they continue to work at levels substantially below those expected of children of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The child's parents will always be involved in any decision to involve specialists.

The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Where assessment indicates that support from specialist services is required, it is important that children receive it as quickly as possible.

The Local offer will set out clearly what support is available from different services and how it may be accessed (published on our website).

## **The Local Offer**

The school's Local Offer includes information about:

- who to talk to about SEND at Farrington Gurney
- special educational provision for children at Farrington Gurney
- arrangements for identifying and assessing children's SEND
- the admissions of disabled child's and access arrangements that are in place
- specialist services
- transition arrangements for children with SEND
- the allocation of resources

## **SEN Support Plan**

Strategies used to enable the child to progress should be recorded within a SEN Support Plan (SSP). This will include: - short term targets

- teaching strategies
- provision to be put in place
- when the plan is to be reviewed - the outcome of the action taken.

The SSP only records that which is additional to or different from the differentiated curriculum plan. The SSP focuses on two or three individual targets to match the child's needs. The SSP is discussed with the child and their parents.

## **Requesting an Education, Health and Care needs assessment**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support.

## **Partnership with parents**

We **must** provide an annual report for parents on their child's progress. We will also go beyond this and provide termly reports for parents on how their child is progressing.

Where a child is receiving SEND support, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the child and the school. The class teacher will meet parents three times each year to discuss the SEN Support Plan. It should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the child.

The school will ensure that it:

- recognises the personal and emotional investment of parents and be aware of their feelings
- focuses on the child's strengths as well as areas of additional need
- ensures that parents understand procedures, are offered support and are given documents to discuss before meetings
- allows sufficient time to explore the parents' views and to plan effectively

Hold meetings where it will be aligned with the normal cycle of discussions with parents of all children. They will, however, be longer than most parent-teacher meetings

### **Child participation**

The views of the child should be included in these discussions. This will be through involving the child in all or part of the discussion itself, or gathering their views as part of a One Page Profile.

"Children who are capable of forming views, have a right to and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child".

The United Nation Conventions on the Rights of the Child

### **Education, Health and Care Plans**

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child
- provide a full description of the child's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes

EHC plans will be used to actively monitor children's progress towards their outcomes and longer term aspirations. They **must** be reviewed by the local authority as a minimum every 12 months. Reviews **must** focus on the child's progress towards achieving the outcomes specified in the EHC plan. The review **must** also consider whether these outcomes and supporting targets remain appropriate. In most cases, reviews will normally be held at school.

The following requirements apply to reviews where a child attends school:

- The child's parents, a representative of the school, a local authority SEN Officer, a health service representative and a local authority social care representative **must** be invited and given at least two weeks' notice of the date of the meeting. Other individuals relevant to the review should also be invited.
- The school will seek advice and information about the child prior to the meeting from all parties invited, and send any advice and information gathered to all those invited at least two weeks before the meeting.
- The meeting must focus on the child's progress towards achieving the outcomes specified in the EHC plan, and on what changes might need to be made to the support that is provided to help them achieve those outcomes, or whether changes are needed to the outcomes themselves. Children and parents will be supported to engage fully in the review meeting.
- The school will prepare and send a report of the meeting to everyone invited within two weeks of the meeting. The report must set out recommendations on any amendments required to the EHC plan, and should refer to any difference between the school or other recommendations and those of others attending the meeting.

### **Publishing Information**

The governing body will publish information on the school's website about the implementation of the governing body's policy for children with SEND. The school's Local Offer will also link to the Local Authority's Local Offer, so that parents are aware of services that are available to support their children.

### **Monitoring and Evaluating**

The effectiveness of the policy can be assessed by analysing child progress, eliciting the views of staff, parents and child's, and reviewing the record keeping procedures. The SEN Governor will have a key role within this process, alongside the Head Teacher. The policy will be re-visited biannually and amended as necessary in the light of national or school recommendations.

### **Resources**

- SEND resources are enmeshed in the resources for the whole school.
- The SEND budget is not separated out from the whole school budget except where a child has an Educational Health Care Plan and receives Matrix funding from the LA.

- We pay an annual subscription to Fosseway Resource Base, which houses materials and equipment for the entire Norton Radstock network of schools.
- Teaching Assistants (TAs) help teachers to put the identified provision and SEN Support Plans into action.

### **Monitoring and Review**

It is the responsibility of the governing bodies to monitor the effectiveness of this policy. This will not be in line with Ofsted requirements and will form part of the school cycle of self-evaluation. The policy will be reviewed annually. (Please see related policies: Assessment, Recording and Reporting; all curriculum policies: Homework, Inclusion, Equality and Diversity; Confidentiality).

## Hayesfield Girls' School – SEND Procedures

**SEND Co-ordinator (SENDCo): Kate Haden**

### Local Offer Report

#### **Purpose**

The purpose of this policy is to outline the school's responsibilities and approach to Learning Support, as set out in the Children's and Families Act, 2014 and the Special Educational Needs and Disability Code of Practice: 0-25, January 2015.

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or young person has a learning difficulty or disability if he or she

- Has significantly greater difficulty in learning than the majority of others the same age, or
- Has a disability which prevents or hinders him or 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."

Special Educational Needs and Disability Code of Practice: 0-25 years, January 2015

All teachers are teachers of students with SEN and/or disabilities (SEND) and differentiate according to the needs of students in their classes. Hayesfield caters for students with differing needs from the four broad areas of need: Communication and Interaction; Cognition and Learning; Social Emotional and Mental Health and Physical and/or sensory needs.

All departments recognise the entitlement of all students (*see Hayesfield Equal Opportunities (EO) Policy and National Curriculum*). Departments will ensure that with due regard to policies and philosophy of the School and the Local Authority, all students with Additional Needs will be given every opportunity to gain access to the National Curriculum and will receive an educational experience which will allow them the opportunity to benefit from school life and realise their own potential to the full.

The School recognises that students of exceptional ability have additional educational needs, and, where appropriate, will adapt the following guidelines to meet their requirements.

#### **Content**

**These SEN Procedures should be read in conjunction with the following Hayesfield policies which can be found on the school website, under Information, School Policies:** Equalities Policy; Equalities Action Plan; Health and Safety Policy; Children with Health Needs Who Cannot Attend School Policy; Accessibility Policy; Risk Assessment Policy; Admissions Policy

This procedure contains the outline of how the school defines and approaches Learning Support. Appendix One shows the responsibilities of all stakeholders; Appendix 2 details Provision; Appendix Three shows the Identification, Assessment, Testing and Recording of Learning Difficulties.

#### **Responsibilities**

The named person responsible for coordinating provision for students with Special Educational Needs and/or disabilities (SEND) across the school is Kate Haden (SENDCo). Her responsibility is to ensure that the Government Law and Guidelines, particularly as expressed through Local Authority and "School Policies", in relation to provision for students with Special Educational Needs are understood by the whole school community and that these requirements are put into practice for the benefit of all students, who experience these needs.

All staff are responsible for meeting the Special Educational Needs and Disabilities of the students they teach.

#### **Monitoring and Evaluation**

The SEND coordinator (SENDCo) is responsible for monitoring the provision of Learning Support and SEND provision across the school. The Headteacher has overall responsibility for the management of provision for students with SEND, working closely with the SENDCo and keeping the Governing Body fully informed on provision.

The SEND Link Governor, is responsible for monitoring the quality assurance of SEND provision and raising awareness of SEND issues at Governing Body meetings. He assists in reviewing the school's policy on provision for pupils with SEND and ensures that parents have confidence in this provision.

This policy will be reviewed annually during the Summer term and will go to the full Governing Body meeting for approval in July.

**Approved by: Full Governing Body\***

**Date: 11/11/2021**

\*The School is governed by the Trustees of the Hayesfield Academy Trust. The remainder of this Policy uses the term "Governor" to signify the active role that the Trustees take in governing the School.

## Appendix One

### Roles and Responsibilities

#### Rationale:

A variety of different types of support are available throughout the school for students who require curriculum provision beyond that which is normally provided, in order to gain access to and benefit from a whole school experience.

Responsible to the Head Teacher and Governors, it is the responsibility of the SENDCO to ensure that the school's policy is put into practice effectively.

The principle aim for the Faculty is to ensure that the particular special needs of individual students are met, through positive use of all the resources available through the school.

The intention is to enable all students, whatever their need, to benefit from access to a full curriculum and to the life of the school. There are, however, some areas on both sites of the school which would prove inaccessible to those who use wheelchairs. Students with Education Health & Care Plans (EHCPs) are fully integrated into the school unless it would be incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent the incompatibility.

The Learning Support Faculty works with staff, advising on suitable teaching strategies for individual student learning needs. It also works collaboratively with staff on the production of suitably adapted and differentiated teaching resources and on the development of Teaching and Learning Styles, which will enable students to take full advantage of the curriculum provided. ( See Appendix 3).

The Faculty involves parents at all stages of provision. Regular review meetings are held to discuss needs and identify suitable action. Parents are encouraged to support their children and work with them at home as part of the IEP.

The Faculty liaises and works closely with all external support agencies in order to provide the best possible provision tailored to meet individual student need.

#### 1. Faculties

Faculties will ensure that the approach to teaching and learning for all students enables access to the curriculum in accordance with Ofsted guidance. They will:

- identify the students with Special Educational Needs and or disabilities
- in consultation with the Learning Support Team, staff will identify the needs of these students
- set learning/achievement targets for these students
- incorporate Individual Education Plans(IEPs), Student Information Sheets (SIS) and the support and guidance on Mintclass into lesson plans, using the targets and strategies to:
  - plan suitably adapted teaching and learning activities
  - implement suitably adapted teaching and learning styles
  - offer alternative courses / curriculum where necessary
- monitor and review progress with Special Needs and teaching strategies regularly, contributing to reviews and IEPs
- keep appropriate records
- work with Learning Support Staff (including external agents) as appropriate
- liaise and work with parents
- be willing to take part in training initiatives designed to meet the requirements of students with SEND
- Identify a champion to attend specific training sessions, feeding back to the faculty as appropriate.

#### Student Support Provision

The Faculty recognises and supports the range of student needs and criteria for identification and assessment as set out in the Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice: 0-25 years, January, 2015.

Many students are aware of their difficulties and are anxious for support. Others are referred by staff or parents. Students are encouraged to discuss their learning and/or behaviour difficulties with Support Staff. They are helped to understand their needs; how they can improve their skills; develop coping strategies and recognise progress.

Students are given the opportunity to experience the curriculum range of their peers. The schools' setting policy leads to the formation of some teaching groups, in which it is likely the majority of members may be low attainers. It is the 'subject' department's

responsibility to provide a suitable curriculum for all students. The Learning Support Faculty will provide guidance, advice and resources as requested (See Appendix 3).

It is recognised that there are many students who underachieve as a result of Specific Learning Difficulties, which may affect their achievement wholly or in part. Account is taken of these problems when teaching sets are organised. Such students may receive support for their needs through IEPs or intervention programmes delivered to students with similar needs in small groups.

Every effort is made to ensure that those with SEND access a full curriculum and obtain recognised qualifications. Such provision is constantly monitored and reviewed in order to meet Student, Community and National need.

## Appendix 2

### Procedures and Record Keeping

#### 1. The SEND Register will:

- act as a record of all students with SEND in accordance with the levels set out in the Code of Practice
- be up-dated at the start of each Academic Year
- be regularly reviewed by the SENDCO and the information made available to all staff
- be formally up-dated in October, January and May.

#### 2. Levels Of Provision:

The levels of provision as set out in the Code of Practice mirror the need for a graduated response as shown below:

Teacher intervention – it is recognised that high quality teaching , appropriately differentiated learning is imperative for students to make progress. Faculties will provide subject intervention and support.

Pupils who need provision beyond the support of a subject teacher may be referred to the SEND team for extra support, should the need of the student be apparent in several curriculum areas.

Support will be provided through a graduated response and may include any of the following support from a member of the Learning Support Faculty or external agency support, following the prescribed, normal, structured provision. This includes, Catch Up Reading, Alpha to Omega, Read Write Inc, Inference Training, ELSA, mentoring and Social Skills teaching. These students are registered as 'K' on the SEND register. These interventions take place during registration, lunchtime, after school and in some cases, during lessons when agreed with the teacher and the parent. Students are advised to come to homework club as part of the LEAP programme.

Towards the end of Year 9, many students will be offered assessments for Exam Access Arrangements. This does not mean that the student is part of the SEND register.

Some students on the SEND register will follow the Achievement First alternative curriculum pathway. Information on this can be found on the school [website](#).

Further advice and provision will be sought from external support agents such as Educational Psychologist, Child & Mental Health Service and LEA Support Services.

If necessary, further advice may be sought and a request for a Statutory Assessment by the Local Education Authority may be made.

### Education Health & Care Plan

Further support as a result of being the subject of an EHCP will be provided in accordance with the needs as set out in the EHCP.

## Appendix 3

### Identification, Assessment, Testing and Recording of Learning Difficulties

From the start of Year 7 a continuum of support is provided at all levels, based on the following information:

- knowledge and information received by the SENDCO and the Pastoral Team, during transition meetings from Yr 6 to 7
- KS2 SATS scores received August
- Accelerated Reader and Blackwell Spelling Test taken in Term 1
- NFER Cognitive Abilities Tests (CATS) taken by students who did not do the KS2 SATs tests.

It is recognised that a need may be identified and require action at any point during a student's school career and every effort is made to ensure that such students receive appropriate support as soon as resources are available, in line with the Learning Support Faculty's procedures.

Where cognitive difficulties are concerned, it is recognised that Norm references testing should not be the sole criterion; however such testing does provide a measure of progress and added value. Thus the **Accelerated Reader Reading Test** and **Blackwell Spelling Test** are used along with other tests as appropriate, to measure progress. Students in Years 7 and 8 take the tests at regular intervals during the year and interventions follow as required. Students receiving support are also tested in Term 3. The results are used as an indicator of literacy and learning skills and student progress in these areas. Lucid Rapid is used a tool to support the screening for Dyslexia.

### How to get advice on suitable teaching strategies and resources for individual student learning needs

All New Teaching Staff and Trainees have a training session during Term 1 on SEND as part of their Induction Programme. Strategies are identified on the Student Information Sheets which are kept on the J drive and highlighted in Mintclass.

The SENCO runs training sessions for staff during twilight sessions and on INSET days

There is a folder of tips and strategies for a wide variety of SEND and literacy needs on the W drive. The folder is labelled 'SEN Information' and staff are encouraged to visit the Learning Support Team for advice and support.

Teaching Assistants offer advice on strategies and support to staff in whose lessons they are supporting.

Where staff have videoclips that are not subtitled, Miss Chappell will provide scripts to make them accessible. The videoclip should be passed to her at least a week in advance.

### Tracking Progress of Students with SEND and or literacy difficulties

Reports are provided for all students and following these, students who are not making expected progress are identified. Interventions to support them are planned and parents are contacted to advise on this. This may be a faculty based intervention or a SEND intervention or both.

Reading and Spelling Tests take place four times a year. Students who have Reading or Spelling ages below 11 years are placed in small groups for literacy intervention work. These sessions take place during registration and period 6.

Students in Achievement First are tracked continuously. Staff meet with parents on a fortnightly basis at family literacy sessions to identify targets the students need to work on both in school and at home.



## Hemington Primary and Hornbeams Pre-school – SEND Procedures

### SENDco – Sally Campbell

Local Offer Report - <https://www.hemingtonprimary.co.uk/parents-information/policies-and-documents.htm>

#### Rationale

At Hemington Primary School we believe that each child should be valued as an important individual. We strive to meet each child's intellectual, social and emotional needs as well as their physical wellbeing and to help children to overcome any additional barriers that they may experience.

This belief is embedded in our school and thus drives our approach towards children experiencing a special educational need or disability (SEND).

Children need different forms and levels of support to become the best that they can be, achieving their aspirations and become confident individuals living fulfilling lives and making a successful transition into adulthood.

Through the policies, practices and outlook outlined in our prospectus and 'Local Offer', we aim to minimise any specific barriers children with SEND may have to learning. Central to this process are the views and aspirations of the children and their parents/carers.

#### Entitlement

All pupils have an entitlement to a broad, balanced and relevant education and a curriculum that is appropriate for their age and intellect. We modify the curriculum and experience of school to enable all pupils to learn and grow including pupils with special educational needs or disabilities. We fully support the Somerset Local Authority policy for inclusion.

([www.six.somerset.gov.uk/eis/do\\_download.asp?did=25849](http://www.six.somerset.gov.uk/eis/do_download.asp?did=25849))

The term 'SEND support' refers to the actions taken by the school and other professionals to meet the needs of children with Special Educational Needs and Disabilities. The Code of Practice highlights the requirement to focus the system around the child and on the impact of the support provided to them.

Under the SEND Code of Practice (2014), children are deemed to have a Special Educational Need/Disability if they:

1. Have a significantly greater difficulty in learning than the majority of children of the same age,
2. Have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of his age in schools within the area of the local education authority, or
3. Are under the age of five and are, or would be, disadvantaged if special educational provision were not made for them and are likely to fall within (1) or (2) when of or over that age.

And Special Educational Provision is defined as:

'...educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within the setting or require the involvement of specialist staff or support services. As part of using its 'best endeavours', an education setting should have arrangements in place to identify the need for and secure such provision, whether through expertise and resources available within the setting or by drawing on support from outside services.'

#### Aims

At Hemington Primary School, with regard to the SEND Code of Practice (2014), Somerset Local Authority guidelines and in line with our ethos, we aim to:

- Provide a whole school approach to children with SEND
- Be a school where all teachers are teachers of SEND demonstrating 'Quality First' teaching in the classroom
- Provide equal opportunities for all children
- Provide for individual needs, including emotional and behavioural needs, to enable every child to advance and succeed
- Make reasonable adjustments in line with Equality Act (2010) to include children deemed to have SEND in all school activities wherever it is possible to do so to help alleviate any substantial disadvantage they experience because of their disability
- Enhance self-esteem through a personalised curriculum
- Consult with parent/carer at all stages and take their views into account when devising our response to needs
- Discuss provision with the child at a level appropriate to their understanding
- Identify and assess children with SEND as early as possible
- Ensure that all adults working with children deemed to have SEND are aware of their child's needs
- Consult with outside agencies and partner schools when appropriate

## **Indicators of Success**

Through a programme of continuous monitoring and half-termly teacher assessment, a record is kept of the academic progress of each child and gives an indicator of adjustments that might need to be made to the child's learning experience. In addition, the Headteacher and SENDCo continuously monitor the individual success and wellbeing of children with additional needs through their own observations and assessments and through regular contact with the child, parents/carers and the class teacher. A record of specific SEND targets and areas of focus is kept through an individual education plan carried out on the basis of 'plan-do-review' in line with the recommendations of the local authority thus creating a dynamic process with the child at the heart.

## **Admission arrangements**

No child will be refused admission to the school or given a lower priority than other applicant solely on the grounds of Special Educational Need. If Hemington Primary School is deemed to have appropriate provision, any child, including a child with a Statement/EHC plan or Higher Needs funding, will be treated fairly on the basis of the school's published admissions procedures.

## **Facilities for SEND pupils**

- The school has wheelchair access to all areas except the playground and field. There is one upstairs classroom. Further details can be found on the school's accessibility plan.
- We have a range of technology in all classrooms to facilitate work undertaken by all pupils including those with SEND.
- We have specialised equipment and resources available for use by pupils with SEND including specialist support programmes a specific reading scheme, games and physical aids.
- The governors have undertaken to cater for the needs of any new child with SEND requirements.
- Somerset Total Communication has been introduced throughout the school and we aim to continuously develop its use.

## **Roles and Responsibilities**

### **The Governing Body:**

The statutory duties of the Governing Body are detailed in the Code of Practice (2014). Their main responsibilities are that, in consultation with the Headteacher, they should determine the school's general policy and approach to provision for children with SEND, establish appropriate staffing and funding arrangements and maintain a general oversight of the school's work. Governors will ensure an annual SEND Information Report is published on the school website at the end of each academic year.

### **The Headteacher**

The Headteacher has responsibility for the day-to-day management of the provision for children with SEND and should keep the Governing Body fully informed.

### **Special Educational Needs Co-ordinator (SENDCo)**

The SENDCo, working with colleagues, has responsibility for overseeing the day-to-day operation of the Special Needs Policy and for co-ordinating provision for pupils with SEND at all levels: Element 1, Element 2, Element 3 and Local Authority Action.

This will include:

- Gathering the views and aspirations of parents/carers and children and liaising with parents/carers
- Continuing to put children and parents/carers at the centre of decision making, making sure parents are fully informed and involved with how pupils are progressing
- Liaising with outside agencies, including Health and Social Care agencies where appropriate,
- Monitoring and maintaining records on children with SEND
- Liaising with and advising fellow teachers and monitoring classroom provision for children with SEND
- Contributing to in-service training of staff and Governors when appropriate
- Equipping parents/carers to support their child at home
- Co-ordinating the work of teaching assistants in meeting the needs of children with SEND
- Overseeing the Performance Management of Teaching Assistants alongside the Headteacher
- Delivering specialist provision where appropriate
- Co-ordinating resources

### **Class Teachers**

In line with the Code of Practice (2014), all class teachers have responsibility for identifying and supporting children with SEND through 'Quality First Teaching' and for monitoring and tracking the progress and development of their pupils.



## High Littleton Church of England Primary School - SEND Procedures

SENDco – Mr Gareth Griffith

The Local Offer <https://www.highlittletonschool.com/our-church-school/send.htm>

### Rationale

The staff and governors at High Littleton believe that all children are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

We will use our best endeavours to make sure a child with SEND gets the support they need whilst also engaging in the activities of the school alongside children who do not have SEND.

A child has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age;
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area or the local authority

Special educational provision is the provision which is additional to, or otherwise different from the provision made generally for children of the child's age.

### Aims

- To promote the early identification of children's individual needs
- To meet those needs, be they social, emotional, academic or physical
- To provide all children with an equality of opportunity so far as is reasonably and practically possible, so that they can engage in all aspects of school life
- To ensure that all children feel valued as part of our community
- To seek and take account of the views of the child
- To involve and consult parents at every stage of the process

### Roles and Responsibilities

#### Teaching staff will:

- identify, through their daily practices those children who are not achieving or behaving as expected
- produce a Single Support Plan (SSP) in consultation with the SENDCO
- implement and review strategies as set out in the SSP
- liaise with parents and the child, regarding the strategies used and support being given
- ensure that due regard is taken to the range of needs within their class and plan learning opportunities so that all children can be encouraged to participate
- attend meetings regarding individual children
- deal with all children individually and maintain confidentiality at all times

#### The SENDCO will:

- oversee the day-to-day operation of the school's SEND policy
- maintain the SEND register and ensure all records are in place and kept securely
- co-ordinate support and liaise with outside agencies, ensuring that children receive their entitlement
- carry out Annual Review meetings and all reporting/paperwork as needed
- ensure that all children receive the necessary provision to support their needs
- organise Teaching Assistant timetables, in consultation with class teachers and the Head teacher, in order to meet children's needs
- ensure that parents are notified when their child is placed on the SEND register and liaise with parents, where needed, to support the class teacher
- attend training and SENDCO network meetings, to keep up to date with latest developments in the subject
- lead INSET/training for staff and disseminate information

#### The Head teacher will:

- appoint a SENDCO

- liaise with the SENDCO to ensure all procedures regarding SEND provision and practice are carried out fully
- keep the governing body informed of developments with SEND
- ensure that the quality of teaching for children with SEND, and the progress made by the children, should be a core part of the school's appraisal arrangements and the school's approach to professional development for all teaching and support staff
- use patterns and identification, both within the school and nationally to reflect on and reinforce the quality of teaching
- request, complete and submit an Education, Health and Care needs assessment if needed, to the LA

#### **The Governing Body will:**

- ensure that the necessary provision is made for any child who has a special educational need
- ensure that teachers in the school are aware of the importance of identifying, and providing for those children who have special educational needs
- ensure that the parents are notified of a decision that their child has a special educational need
- publish annually, reports to parents regarding SEND provision
- nominate a specific governor who will adopt a monitoring and liaison role for SEND
- ensure that the school's arrangements for assessing and identifying child's as having SEND are agreed as part of the Local Offer and publish these arrangements on the school's website
- ensure that children and parents are actively involved in decision-making throughout the process

#### **Medical Conditions**

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

#### **Disabled Children**

Many children who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child requires special educational provision they will also be covered by the SEND definition.

#### **Curriculum**

All children will have access to a broad and balanced curriculum. Teachers will set high expectations for every child, whatever their prior attainment. Targets will be deliberately ambitious. Potential areas of difficulty will be identified and addressed.

#### **Identification, Assessment and Provision**

If a child has an identified special educational need when they start at High Littleton, the first response will be high quality teaching targeted at the child's area of weakness. Where progress continues to be less than expected, the Headteacher, SENDCO and class teacher will:

- use information arising from the child's previous setting to provide a starting point for the curricular development of the child
- identify and focus attention on the child's skills and highlight areas for early action to support the child within class
- assess the child to allow him/her to show what they know, understand what they can do, as well as identifying any learning difficulties
- ensure that assessments and observations provide regular feedback to teachers and parents about the child's achievements and experiences and that these outcomes form the basis for planning the next steps in the child's learning

#### **Early Identification**

At High Littleton Primary School, we believe in the importance of early identification. To identify children who may have a special educational need, we measure the child's progress by referring to:

- their performance monitored by the class teacher through assessments and observations
- their progress against objectives
- their performance against level descriptors

- standardised screening or assessment tools

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. Where there are concerns, an assessment will determine whether there are any casual factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

An Early Help Assessment (CAF) may be appropriate if housing, family or other domestic circumstances may be contributing to the presenting behaviour.

Slow progress and low attainment do not necessarily mean that a child has SEND. Equally; it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEND. The school will liaise closely with the Ethnic Minority and Traveller Achievement Service to ascertain whether or not a child with English as an Additional Language also has SEND.

There are four areas of need as set out in the SEND Code of Practice:

### **Cognition and Learning Needs**

Learning difficulties cover a wide range of needs including moderate (MLD), severe (SLD) through to profound and multiple (PMLD) learning difficulties.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, Emotional and Mental Health Needs**

Children may become withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health issues. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

### **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. The profile for each child with SLCN is different and their needs change over time.

Children with ASD, including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction. They may also have difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Sensory and/or Physical Needs**

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

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### **Special Education Provision at High Littleton**

Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual child's, is the first step in responding to child's who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. We will regularly and carefully review the quality of teaching for all children, including those at risk of underachievement.

In deciding whether to make special educational provision, the teacher and SENDCO will consider all of the information gathered from within the school about the child's progress, alongside national data and expectations of progress. For higher levels of need, we have arrangements in place to draw on more specialised assessments from external agencies and professionals.

This information gathering will include an early discussion with the child and their parents. These early discussions with parents should be structured in such a way that they develop a good understanding of the child's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the child and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Where a child is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle:

### **Assess**

In identifying a child as needing SEND support the class teacher, working with the SENDCO, will carry out a clear analysis of the child's needs. This will draw on the teacher's assessment and experience of the child, their previous progress and attainment, as well as information from the school's core approach to child progress, attainment, and behaviour. It will also draw on the views and experience of parents, the child's own views and, if relevant, advice from external support services. We will take seriously any concerns raised by a parent. These will be recorded and compared to the school's own assessment and information on how the child is developing.

This assessment will be reviewed three times a year. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a child responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. The school will liaise with these professionals to help inform the assessments. Where professionals are not already working with school staff the SENDCO should contact them if the parents agree.

### **Plan**

Where it is decided to provide a child with SEND support, the school will discuss this with the parents. The teacher and the SENDCO will agree in consultation with the parent and the child the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Parents will be made aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

### **Do**

The class teacher will be responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the child. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

### **Review**

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions should be evaluated. The class teacher, working with the SENDCO, will revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child.

Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a child has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. We **will** co-operate with the local authority in the review process and, as part of the review, the local authority will require us to convene and hold annual review meetings on its behalf.

### **Involving Specialists**

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

We may involve specialists at any point to advise us on early identification of SEND and effective support and interventions. We will always involve a specialist where a child continues to make little or no progress or where they continue to work at levels substantially below those expected of children of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The child's parents will always be involved in any decision to involve specialists.

The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Where assessment indicates that support from specialist services is required, it is important that children receive it as quickly as possible. The Local Offer will set out clearly what support is available from different services and how it may be accessed.

### **The Local Offer**

The school's Local Offer includes information about:

- who to talk to about SEND at High Littleton
- special educational provision for children at High Littleton
- arrangements for identifying and assessing children's SEND
- the admissions of disabled child's and access arrangements that are in place
- specialist services
- transition arrangements for children with SEND
- the allocation of resources

### **Single Support Plan**

Strategies used to enable the child to progress should be recorded within a Single Support Plan (SSP). This will include:

- short term targets
- teaching strategies
- provision to be put in place
- when the plan is to be reviewed
- the outcome of the action taken

The SSP only records that which is additional to or different from the differentiated curriculum plan. The SSP focuses on two or three individual targets that match the child's needs. The SSP is discussed with the child and their parents.

### **Requesting an Education, Health and Care needs assessment**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care needs. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support.

### **Partnership with parents**

We **must** provide an annual report for parents on their child's progress. We will also go beyond this and provide termly reports for parents on how their child is progressing.

Where a child is receiving SEND support, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the child and the school. The class teacher will meet parents three times each year to discuss the Single Support Plan. It should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the child.

The school will ensure that it:

- recognises the personal and emotional investment of parents and be aware of their feelings;
- focuses on the child's strengths as well as areas of additional need;
- ensures that parents understand procedures, are offered support and are given documents to discuss before meetings;
- allows sufficient time to explore the parents' views and to plan effectively;

Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents of all children. They will, however, be longer than most parent-teacher meetings.

### **Child participation**

The views of the child should be included in these discussions. This will be through involving the child in all or part of the discussion itself, or gathering their views as part of a One Page Profile.

### **Education, Health and Care Plans**

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child
- provide a full description of the child's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes

EHC plans will be used to actively monitor children's progress towards their outcomes and longer term aspirations. They **must** be reviewed by the local authority as a minimum every 12 months. Reviews **must** focus on the child's progress towards achieving the outcomes specified in the EHC plan. The review **must** also consider whether these outcomes and supporting targets remain appropriate.

In most cases, reviews will normally be held at school.

The following requirements apply to reviews where a child attends school:

- The child's parents, a representative of the school, a local authority SEND Officer, a health service representative and a local authority social care representative **must** be invited and given at least two weeks' notice of the date of the meeting. Other individuals relevant to the review should also be invited.
- The school will seek advice and information about the child prior to the meeting from all parties invited, and send any advice and information gathered to all those invited at least two weeks before the meeting.
- The meeting must focus on the child's progress towards achieving the outcomes specified in the EHC plan, and on what changes might need to be made to the support that is provided to help them achieve those outcomes, or whether changes are needed to the outcomes themselves. Children and parents will be supported to engage fully in the review meeting.
- The school will prepare and send a report of the meeting to everyone invited within two weeks of the meeting. The report must set out recommendations on any amendments required to the EHC plan, and should refer to any difference between the school or other recommendations and those of others attending the meeting.

### **Publishing Information**

The governing body **will** publish information on the school's website about the implementation of the governing body's policy for children with SEND. The school's Local Offer will also link to the Local Authority's Local Offer, so that parents are aware of services that are available to support their children.

### **Monitoring and Evaluating**

The effectiveness of the policy can be assessed by analysing child progress, eliciting the views of staff, parents and child's, and reviewing the record keeping procedures. The SEND Governor will have a key role within this process, alongside the Head Teacher. The policy will be re-visited biannually and amended as necessary in the light of national or school recommendations.

GWG

Agreed: July 2016

To be reviewed: July 2018



## Leigh-on-Mendip Primary School – SEND Procedures

SENDco – Mrs Clair Hurley

Local Offer Report – <https://www.leighonmendipschool.co.uk/our-school/sendinclusion.htm>

Leigh on Mendip First School has a named SENDCO, Mrs Clair Hurley who has the NASENDCo qualification and a named Governor responsible for AEN, currently Mrs Esther Patton and an AEN Governors Committee which meets five times a year. They ensure that the Leigh on Mendip First School Special Educational Needs Policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

Here it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is additional to and different from that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

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

### What are Special Educational Needs?

A child or young person 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 learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2014**

Because the general level of ability within our school is high, we recognise that some children may feel disadvantaged working alongside high achieving children. They may be offered additional support, through small group or 1:1 activities, in order to boost their skills level and confidence.

The school recognises that the needs of high achieving children should also be catered for and recognised as an 'additional educational need'. Our Governor responsible and the committee they report to is named AEN to acknowledge this i.e. special and additional special needs.

This SEND Policy details how, at Leigh on Mendip First School, we will do our best to ensure that the necessary provision is made for any pupil who has Special Educational Needs and that those needs are known to all who are likely to work with them. We ensure that teachers set individual learning goals and plan appropriately to meet these. These goals are shared with parents.

### Aims and objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions and full inclusion in all school activities by ensuring consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children's special educational needs
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

### Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

We also measure and assess the impact through regular staff meetings and Pupil Progress Meetings (PPMs) to ensure all children have equal opportunity to access all areas of the curriculum and wider school life.

**Through appropriate curricular provision, we respect the fact that children:**

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

**Teachers respond to children's needs by:**

- Providing support for children who need help with English communication and language
- Planning to develop children's understanding through the use of all available SENDs and experiences
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage and own their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

**Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCO and all members of the school staff, particularly class teachers and teaching assistants who have important day-to-day responsibilities.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCO who will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance to establish whether the problems are due to limitations in their command of English or arises from further special educational needs.

**The Role of The SENDCO and what Provision looks like at Leigh on Mendip First School**

The Special Educational Needs Co-ordinator's [SENDCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND Policy
- Co-ordinating provision for children with SEND
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEND
- Ensuring teachers liaise with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with local Middle schools so that support is provided for Y4 pupils as they prepare to transfer
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- Co-ordinating and developing school based strategies for the identification and review of children with SEND

**Monitoring Children's Progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCO to consider what other action may be taken. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within a particular class or year group.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening

- Closes the attainment gap between the child and his peers
- Better the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

In order to help children with special educational needs, Leigh on Mendip First School will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having effective impact on the child. The school will record the steps taken to meet the needs of individual children through the use of an IEP (Individual Education Plan) and provision map and the SENDCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored. If no progress is noted after this time the child may be added to the school SEND register with parental permission.

The class teacher after discussion with the SENDCO will then provide interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given additional individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENDCO, parents and pupil regularly.

**Reasons for a child being added to the SEND register may include the fact that he/she:**

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed by the school
- 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

**Partnership with parents**

Partnership plays a key role in enabling children with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and the transition process.

The school website contains details of our policy and where appropriate strategies are employed. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of Special Needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

**The Nature of Intervention**

The SENDCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment
- Some group or individual support, which may involve small groups of children being withdrawn to work with a Teaching Assistant/Teacher
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness
- Staff development and training to introduce more effective strategies

After initial discussions with the SENDCO, the child's class teacher will be responsible for working with the child to ensure the delivery of any individualised programmes in the classroom. Parents will continue to be consulted and kept informed of the action taken to support their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher/SENDCO/Headteacher as appropriate.

The SENDCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

### **The use of outside agencies**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

### **Outside agencies may become involved if the child:**

- Continues to make little or no progress in specific areas over a long period
- Continues working substantially below a level expected for children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with their learning or that of the class/group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having targeted support the child continues to fall behind the level of his peers.

### **School Request for Statutory Assessment or Education Health and Care Plans (from September 2014)**

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- Attainment levels in English and Mathematics
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- Views of the parents

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational need will be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer to high school, the SENDCO from the Middle/Primary school will be informed of the outcome of the review.

### **Individual Education Plans**

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP) which will include information about:

- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful
- The review date
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

### **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs.

Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### **Allocation of resources**

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

### **The role of the Board of Governors**

The Board of Governors challenges the school and its members to secure appropriate provision for any pupil identified as having Special Educational Needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure the school's funds and resources are used effectively.

The Board of Governors has decided that children with special educational needs will be admitted to the school in line with the school's agreed Admissions Policy. (Fair Access Protocol)

The Board of Governors reviews this policy annually and considers any amendments in light of the annual review findings. The Headteacher reports the outcome of the review to the Board of Governors.

### **Monitoring and evaluation**

The SENDCO monitors the attainment and progress of children within the SEND in school and provides staff and governors via the AEN committee with regular summaries of the impact of the policy. They are involved in supporting teachers and in drawing up Individual Education Plans for children. The class teacher/SENDCO/head teacher hold regular meetings to review the work of the school in this area. In addition the SENDCO and the named governor with responsibility for Additional Educational Needs also hold regular meetings.



## Longvernal Primary School - SEND Procedure

SENDco – Jamie Thomson

Local Offer Report - [https://drive.google.com/file/d/1E0R\\_A7v2oBeAfnXiYAKHKOS1Gy4W8Xlz/view](https://drive.google.com/file/d/1E0R_A7v2oBeAfnXiYAKHKOS1Gy4W8Xlz/view)

Our aim is to raise the aspiration of, and expectations for all pupils with SEND, with a specific focus on positive outcomes, both in terms of pupils' academic progress and their emotional wellbeing. We seek to provide an effective in-school support framework by:

- identifying individual children with particular needs
- supporting these as and when possible
- including pupils and their parents in planning and implementing their support

We aim to offer a range of support appropriate to helping low achievers and less able children, extending very able children, building confidence in all pupils, including addressing specific weaknesses and behavioural issues.

### HOW DO WE DO THIS?

We include every child into a mainstream class regardless of nature or degree of special need, so that s/he has the opportunity to participate, wherever possible, in all school activities.

We offer targeted support to identified pupils from a diverse range of experienced adults including class teachers, Learning Support Assistants (LSAs), and specialist teachers, through:

- differentiation in class work
- short term withdrawal of individuals for interventions
- short term withdrawal of small groups for interventions
- in class support

We use external advice and help when appropriate sourced through the Teaching School.

### WHO DOES WHAT?

As of September 2014 and the implementation of the New SEND Code of Practice, class teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or specialist staff. At Longvernal, high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEND.

At Longvernal the Headteacher Kerrie Courtier and Jamie Thomson SENDCO are responsible for the provision for SEND across the school. Individual teachers map out interventions and use LSAs and specialist teachers to deliver interventions.

#### The Headteacher and SENDCO:

- supports pupils;
- liaises with teachers;
- maintains the school's SEND register and oversees the records on all pupils with SEND;
- liaises with parents of children with SEND;
- liaises with external agencies e.g. Educational Psychologist;
- Administers correspondence and paperwork relating to SEND.

#### Class teachers:

- keep up to date with procedures and policies;
- receive formal and informal in-service training;
- write and review provision maps and support plans for pupils;
- support and work together with LSAs in their classes;
- endeavour to ensure parents are aware of, and involved in, their child's IEP.

#### Governors:

Monitor and review SEND provision across the school. As of September 2014, the Governors will be kept up to date on SEND through Headteacher Reports. Our 'SEND offer' for Longvernal is published on our website.

### RESOURCES

Management of funds in relation to Special Education Needs is the responsibility of the Headteacher and Finance Manager. Funding for pupils with Education, Health and Care Plans (EHCP) are used to provide specified support to those pupils and is monitored by the SENDCO. Human resources are allocated according to individual need by the Headteacher and SMT, in relation

to whole school needs. SEND records are kept in a confidential central place which is accessible to all relevant staff members, as requested.

### **PARTNERSHIP BEYOND SCHOOL**

Parents are invited and encouraged to contribute to their child's SEND support plan and subsequent reviews. All parents are asked to agree and sign SEND support plans. In addition to normal access to their child's teacher, parents can also discuss issues relating to SEND with the Headteacher, SMT and SENDCO.

External support is provided by a range of professional services, including Educational Psychologists, Education Welfare Officer, Emotional and Behavioural Difficulties Support, Speech and Language Therapists, School Medical Officer and Occupational Therapist.

Longvernal Primary School participates in the local SENDCO Cluster Group for In-service training if appropriate, and liaises with other schools when necessary, e.g. when children transfer.

### **Co-Production**

The SEND policy is always revised in consultation with all staff and governors. When possible, Longvernal Primary School also consults with the following groups of people when changing the SEND policy and discussing SEND issues:

- parents of children with SEND;
- parent Governors;
- pupil Year group school council representatives.

### **IDENTIFYING NEEDS AND PROVIDING SUPPORT**

At Longvernal Primary School, we will know when children need extra help if:

- concerns are raised by teachers, parents/carers, or the child's previous school or preschool;
- there is a concern about the rate of progress a child is making;
- there is a change in a child's behaviour;
- a child asks for help, beyond usual needs.

Longvernal's staged approach reflects a continuum of needs and provision. If a need has been identified for a child, then the school will consider setting in motion a SEND Learning Support Plan of graduated steps. The time spent at each stage will reflect an individual child's needs. There are four broad areas of need as set out in the 2014 SEND Code of Practice:

- Cognition and Learning Needs;
- Social, Mental and Emotional Health;
- Communication and Interaction;
- Sensory and/or Physical Needs.

## **SEND Provision**

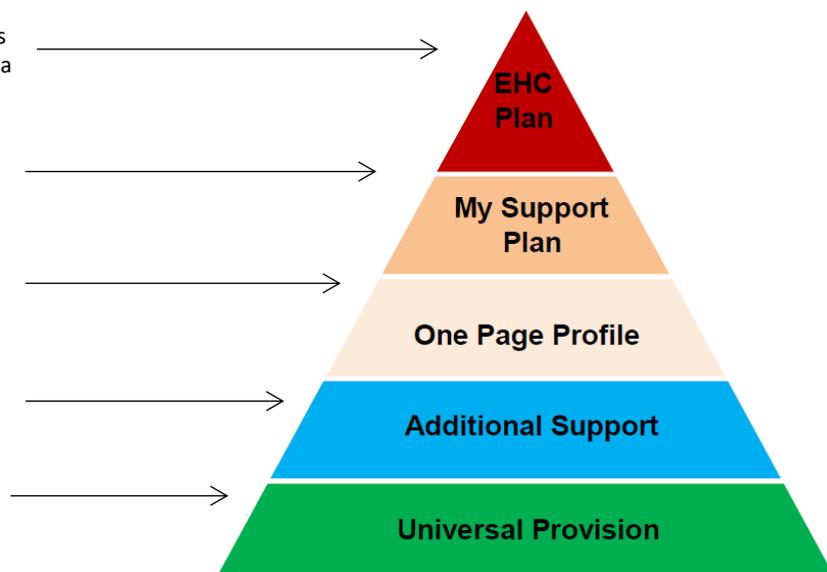
Education, Health and Care Plan (EHCP). This is the highest level of support. This requires a statutory needs assessment.

SEND Support plans include targets and Support from external agencies. Targets and provision are regularly reviewed

One Page Profiles provide key information about children with inclusion needs and link to specific strategies and targets.

Additional support includes targeted short term interventions planned by teachers.

This includes typical differentiation and Support provided to all pupils in class.



### **Additional Provision**

Measurable and achievable targets will be set, using a provision map which will be written by the class teacher. These interventions may be carried out by a Learning Support Assistant (LSA), by Special Needs Teachers or in class by the class teacher. Pupils' progress will be monitored by the member of staff delivering the intervention and the class teacher.

If these targets are achieved then either:

- Subsequent learning targets are identified;
- Children are removed from the SEND Register, but progress is regularly reviewed and monitored.

If targets are not achieved, the child may be moved to the next step, following discussion with the SEND Lead for the appropriate Key Stage and parents.

### **One Page Profiles or SEND Support plan**

The next step of our school support plan is often characterised by a referral to an outside agency.

Teacher consults the Headteacher and SENDCO;

- individual progress and achievement records are collated to ensure that a firm base line for future assessment and progress is established;
- Educational Psychologist, and/or other external specialist services, become involved;
- teacher and SENDCO draw up a SEND Support Plan **or** a One Page Profile which reflects additional support/intervention;
- teachers discuss the SEND Support Plan or One Page Profile with parents, who are asked to agree it;
- records are accessed to ensure that there is no underlying medical or sensory impairment that is preventing learning;
- teacher/SENDCO keeps tracking up to date.

### **Education, Health and Care (EHC) Plan**

If little or no progress is being made over time through a SEND Support Plan, an EHCP needs assessment will be requested. The local authority will decide if it will conduct a needs assessment (or not) depending on the severity of the special educational need(s). If the needs assessment considers an EHC plan is necessary, the local authority will award one for the child. If the assessment does not result in a statement or EHC plan, parents have the right to appeal to the Local Authority.

### **MAINTAINING THE SYSTEM**

Headteacher/SMT/SENDCO:

- provide a forum for discussion of both progress and problems;
- help to maintain consistency throughout the school;
- provide in-house training.

Three times a year, at a given date, staff review provision maps and SEND Support Plans and write new targets/outcomes. This is done in collaboration with parents. Other SEND matters are brought to staff meetings regularly, or as necessary.

### **MONITORING**

Monitoring is carried out:

- by Headteacher, Deputy Headteacher and SENDCO;
- through opportunities at staff meetings for teachers to discuss, update and share support relating to pupils with needs;
- through pupil progress meetings, with class teacher and appropriate member of SMT and parents;
- through half-termly class teacher evaluations of their class plans and curriculum which are given to Headteacher;
- through reviews of pupils receiving additional funding and with appropriate members of outside agencies;
- by a named Governor with responsibility for special needs provision.

The whole school SEND provision is mapped by class and adult support. Interventions ensure that all needs are met fairly and accounted for.

Complaints about special educational provision can be made informally and formally to the appropriate person. All serious complaints are referred to the Headteacher who takes overall responsibility. If necessary, the complaint is referred to the Governing Body. See Complaints Procedure for LONGVERNAL PRIMARY SCHOOL for further details.

Parents and Guardians please note:

- Our SEND Local Offer is published on our website.
- We would like you to understand that because a child receives some SEND support at some point, this does not turn him or her into a "SEND pupil" for ever more. Nationally, about 20% (i.e. 1 in 5) pupils will need some extra support at some time, but this need may be for a short or medium period of time only.



## Midsomer Norton Primary – SEND Procedures

SENDco – Ms Sarah Biss

Local Offer Report <https://www.midsomernortonprimary.co.uk/our-school/sendinclusion.htm>

Midsomer Norton Primary School SENDCO has been awarded the National Special Educational Needs Coordinator Award. The SENDCO along with Governors ensure that the Midsomer Norton Special Educational Needs Policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

There is a named member of staff, Tina Smith, who has responsibility for SEND in our Sunbeams nursery. Sarah Biss and Tina Smith liaise regularly.

Here, it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential.

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

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

### What are special educational needs?

A child or young person 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 learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014

Children with special educational needs may be offered additional support, through small group or 1:1 activities, in order to boost their skills level and confidence. The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

This SEND policy details how, at Midsomer Norton, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

### The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND;
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership;
- to make clear the expectations of all partners in the process;
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals;
- to identify the roles and responsibilities of all staff in providing for children's special educational needs;
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum;
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that we meet the needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND coordinator and individual teachers to ensure all children have equal access to succeeding.

### **Through appropriate curricular provision, we respect the fact that children:**

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

### **Teachers respond to children's needs by:**

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage and own their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

### **Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the whole school.

The governing body, the school's head teacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

The school will use entry data to assess each child's current levels of attainment on in order to ensure that they build on the patterns of learning and experience already established during the child's pre- school years. Robust liaison and transition will take place between colleagues in our nursery and reception classes regarding children with SEND. If the child already has an identified special educational need from another setting, this information may be transferred and the class teacher and SENDCO will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

### **The Role of The SENDCO and what Provision Looks like at Midsomer Norton Primary School**

The Special Educational Needs Co-ordinator's [SENDCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Participating in Progress meetings and through visits to classrooms monitoring the progress of children on the School Support Register.

### **Monitoring Children's Progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.

- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, Midsomer Norton will adopt a graduated response. This may see the school using specialist expertise if we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an ISP (Individual Support Plan) and review sheet/provision map and the SENDCO will have responsibility for ensuring that records are kept and available when needed.

If we refer a child for Education & Healthcare needs assessment, we will provide the LA with a record of our work with the child to date. When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue.

Parents may be consulted and specific intervention put in place and monitored for a period of up a term. If no progress is noted after this time the child may be added to the school SEND register with parental permission.

The class teacher after discussion with the SENDCO will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the parents and young person.

**Reasons for a child being added to the SEND register may include the fact that he/she:**

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- 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.

**Partnership with parents**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs.

All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs (school offer).

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings throughout the year to share the progress of special needs children with their parents.

We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Parents can speak to the SENDCO when requested.

**The Nature of Intervention**

The SENDCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with a TA, e.g. phonics catch up, Rapid maths, one to one reading, Nessy (dyslexia programme), speech & language therapy, OT support, sessions with our learning mentor.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENDCO, the child's class teacher will be responsible for day to day monitoring of the programme or intervention delivered. Parents will be kept informed of the action taken to help their child, and of the outcome of any action.

The SENDCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

### **The use of outside agencies**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the Support Plan continues to be the responsibility of the class teacher.

### **Outside agencies may become involved if the child:**

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

### **School Request for Statutory Assessment or Education Health and Care Plans (from September 2014)**

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place. The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational needs will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the SENDCO from the secondary school will be informed of the outcome of the review and where appropriate will be invited to the review Individual Support Plans Strategies employed to enable the child to progress will be recorded within an Individual support plan which will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful
- The review date.
- Mid-point review sheets are updated by teachers with parents and teaching assistants where possible (one to one)
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

### **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, success criteria and staff differentiate work appropriately, and use assessment to inform the next stage of learning. We support children in a manner that acknowledges their entitlement to share the same learning experiences of their peers. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

#### **Allocation of resources**

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.

The Headteacher and SBM inform the governing body of how the funding allocated to support special educational needs has been employed. The Headteacher, SBM and the SENDCO meet regularly to agree on how to use funds directly related to EHC Plans.

#### **The role of the governing body**

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. Children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

#### **Monitoring and evaluation**

The SENDCO monitors the movement of children within the SEND system in school and informs the Headteacher. They are involved in supporting teachers in drawing up Individual support Plans for children. The SENDCO and the head teacher meet to review the work of the school in this area.



## Norton Hill – SEND Procedures

SENDco – Mrs Rebecca Lewis

[Local Offer report](#)

### Staff Team

At Norton Hill, all teaching and support staff have a responsibility for the learning and development of all students including those with special educational needs.

In addition to this there is an SEN team comprising of SENDCo, Behaviour Support Manager and a team of teaching assistants who work with whole classes, small groups and at an individual level to provide support for students with SEN. Some of the teaching assistants work within specific faculties whilst others are linked to the learning support department.

### The responsibilities of the SENDco (Code of Practice (2015) 6.90):

*The key responsibilities of the SENDco may include:*

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of children with SEN
- Liaising with Early Years providers, other schools, Educational Psychologists, Health and Social care professionals and Independent or Voluntary bodies
- Being the key point of contact with external agencies, especially the Local Authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up-to-date
- Managing learning support assistants
- Contributing to the in-service training of staff

### Identification of SEN

- Most students are identified via Primary School transition information as having SEN needs and relevant information will be transferred to the school prior to the start of year 7.
- All students carry out Cognitive Ability Tests (CATs) as well as Reading and Spelling Age assessments during the first term of year 7.
- All students carry out Reading and Spelling Age assessments twice a year in years 7-9. At key stage 4, students with special educational needs continue to be regularly re-assessed.
- Students with such needs are regularly re-assessed to track progress, in line with the 'graduated response' to supporting learning needs recommended in the Code of Practice (2015).
- Other SEN needs are identified by the school's student support team, tutor/teacher feedback and any relevant pastoral and medical information.
- Social, Emotional or Mental Health needs are mainly managed via the Heads of House and Behaviour support manager. If a student's placement becomes 'at risk', due to escalating behaviour additional support strategies, alternative curriculum arrangements or the use of a **Pastoral Support Plan (PSP)** may be put in place in negotiation with parents and other professional agencies.
- The SENDco regularly updates the SEN support register. All students on the Register have an 'SEN Stage' that identifies their level of need. Each SEN stage has a PLASC code as outlined in the MSNP SEN policy.

### Range of Support offered by the SEN team:

The SEN staff team, comprising of the SENDco, Behaviour Support manager and a team of experienced Teaching Assistants, offer a cohesive and balanced range of support:

#### **In-class support**

The TA team work alongside the classroom teacher in the classroom to support students with their learning or social needs. Support may include individual withdrawal from the group, small groups or whole-class support.

### **Small group and 1:1 withdrawal interventions**

A range of support is offered to students outside of the classroom environment. The types of interventions offered vary on an annual basis according to student needs but may include programmes to support literacy, numeracy, social needs, speech, language and communication, ASD, study skills and issues affecting social, emotional or mental health needs.

### **Differentiating resources**

An important aspect of the work of the SEN department is to liaise with subject teachers and curriculum departments to enable all students to access the learning environment appropriately. The SENDco and TA team offer advice and support across the school to differentiate or personalise resources for student use. This ensures that all students have appropriate work and resources available to support their learning in all subjects.

The SENDco regularly audits the effectiveness of SEN support and works with departments or individuals to develop good practice and help teachers with their responsibility to deliver high quality teaching.

### **Mentoring**

Members of the SEN and behaviour support team may provide mentoring for individual students who need 1:1 support for a specific difficulty that they are facing in or out of school. Students may be assigned a mentor to meet on a regular basis. If necessary, the school may involve an appropriate external professional counsellor to support a specific need.

### **Lunchtime Support**

The Learning Support area is staffed at lunchtimes to create a calm environment for students with SEN at KS3 to do homework, play games and eat their lunch, chat and build friendships. The TA team who staff the club are very familiar with the homework tasks or extended enquiry and research projects which students undertake at KS3. Students are referred by the SENDco. High expectations of behaviour and mutual respect are maintained.

### **Additional support for exams**

Some students with identified educational needs are entitled to special access arrangement for all their public examinations. Support may include: use of a separate room, a reader, extra time, supervised rest-breaks, use of a prompt, word processor or a scribe. Students are assessed and appropriate support is put in place for GCSE or equivalent exams at KS4 and KS5. Teaching Assistants support students with special educational needs who are entitled to special arrangements for their public examinations

### **Assessment**

The assessments carried out by the learning support department are additional to and complementary to the usual range of assessments carried out across the school to monitor and ensure progress of all students in all subject areas.

### **School trips & educational visits**

The TA team often accompany students on trips or visits, either acting as an additional member of staff or to provide specific support for students with special educational needs. Encouraging all students to participate in trips and visits is an important part of the school's inclusive ethos.

### **Faculty Support**

A number of the teaching assistants have individualised specialisms and work within a designated faculty. They have developed subject expertise and provide broad ranging support to assist the faculty's provision for students with special educational needs. There are TAs on the team who specialise in English, Mathematics, Science, History, Geography, PB, Modern Foreign Languages and ICT.

Such specialism enables the team to provide high quality support for students and subjects faculties within the school and also acts as an important focus for professional development and targeted training opportunities.

### **Communication between school staff, parents and students**

The SEN department and the school recognise the importance of good communication as a key to the success of the SEN provision.

Parents and students are encouraged to meet with the SENDco at various times throughout the academic year to ensure their involvement in establishing provision plans and in reviewing targets and support strategies. The school aims to provide at least three opportunities during the school year for parents to meet with key staff to discuss the needs, provision and progress of their child.

Parents are encouraged to contact the SENDco or House staff by telephone or email if there are any SEN concerns or queries regarding the support of their child.

Students with an EHC Plan have a mandatory Annual Review meeting. Parents and other relevant professionals are formally invited to these meetings and all paperwork relating to the meeting is sent by post. Whenever Student provision plans are reviewed copies are sent home to parents via post.

The SENDco is available to meet with parents by appointment throughout the year and on the school parents evening.

### **Transition support**

The school has a well established and successful transition programme for students with special educational needs.

Those students identified by primary schools as needing additional transition support, participate in a transition programme tailored to their needs which may include additional visits to the school prior to the September they start, a transition session for students and parents at the school during the summer holidays, and small group transition support during terms 1 and 2. This work is coordinated by the Behaviour Support Manager.

Additional visits to the school to meet key staff or to become familiar with the routines and layout of the school can be arranged with the SENDco during the summer term. This is done in liaison with the primary school and the parents and is tailored to meet the individual needs of the student.

All parents of year 6 students are invited to a parents' evening at the school and parents of year 6 students with special educational needs are invited to meet the SENDco as part of this evening. This provides an opportunity to discuss any individual concerns.

There are opportunities for parents of students with SEN to meet with the SENDco to plan effective transition and review provision as students with SEN move between key stage 3 and key stage 4 and between key stage 4 and post 16 study or employment.

Students with an EHC Plan have a Vocational Profile established at their Year 9 Annual Review. This meeting is attended by the school's careers officer and includes considerations for KS4 option choices, post-16 education or employment-based training. Students at KS4 who have SEN are also prioritised to meet with the school's careers adviser, to ensure that a clear plan is in place to enable them to move on to an appropriate post-16 educational or employment-based training opportunity.

### **External Professional Agencies**

The SEN Department works closely with a wide range of external professional agencies. Some of these agencies form part of the B&NES local authority Children's Service or Primary Care Trust. As Norton Hill School has Academy status, the school may commission the services of a range of independent support agencies as appropriate. The SENDco has regular contact with the following agencies:

#### **B&NES Local Authority services**

Educational Psychology Service  
Hospital Education & Re-integration Service  
Social Care Services  
Looked After Children Support Team & Virtual School for LAC  
Specialist Family Intervention Service  
Compass Project  
Mentoring Plus  
Connecting Families  
Integrated Working Team

#### **Primary Care Trust (Health Authority services)**

Child and Adolescent Mental Health Service (CAMHS)  
Sensory Impairment Team  
Speech & Language Therapy Service  
Occupational Therapy Service  
Physiotherapy Service  
Community School Nurse  
Health Promotion Service

#### **Other services**

Education Welfare Services (South West) Ltd  
Off The Record  
Independent counselling services  
Children Unlimited – Occupational Therapy support service  
SASS (ASD Support Service)

Speakeasy  
Sporting Family Change  
Play Therapist  
Bath Area Play Project (BAP)  
Education Psychology Services

**Services for Parents:**

There are a number of support services for parents, either independent or provided by the local authority. These services offer impartial advice, guidance and support to parents who may have a grievance, or require assistance to manage the special education needs of their child. These include:

- Parent Partnership Service
- Parent Support Advisers – Local Authority support advisers who cover the Bath, Norton Radstock and Chew Valley areas.

Last updated: July 2021 Next update due: July 2022
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## Norton Hill Primary School – SEND Procedures

**SENDCO** – Siobhan Waterhouse

**Local Offer** <https://www.nortonhillprimary.com/our-school/send-and-inclusion.htm>

Our aim is to raise the aspiration of, and expectations for all pupils with SEND, with a specific focus on positive outcomes, both in terms of pupils' academic progress and their emotional wellbeing. We seek to provide an effective in-school support framework by:

- Identifying individual children with particular needs.
- Supporting these as and when possible.
- Including pupils and their parents in planning and implementing their support.

We aim to offer a range of support appropriate to helping low achievers and less able children, extending very able children, building confidence in all pupils, including addressing specific weaknesses and behavioural issues.

### **HOW DO WE DO THIS?**

We include every child into a mainstream class regardless of nature or degree of special need, so that s/he has the opportunity to participate, wherever possible, in all school activities. We offer targeted support to identified pupils from a diverse range of experienced adults including class teachers, Learning Support Assistants (LSAs), and specialist teachers, through:

- Differentiation in class work.
- Short term withdrawal of individuals for interventions.
- Short term withdrawal of small groups for interventions.
- In class support and quality first teaching.
- Where appropriate pre and post teaching of concepts.

We use external advice and help when appropriate sourced through the Teaching School and our specialist education school, Critchill School in Frome.

### **WHO DOES WHAT?**

As of September 2021 and the implementation of the SEND Code of Practice, class teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or specialist staff.

At Norton Hill Primary School, high quality teaching, differentiated for individual pupils to access, is the first step in responding to pupils who have, or may have identified SEND.

At Norton Hill Primary School, the Headteacher and SENDCO are responsible for the provision of SEND across the school. Individual teachers map out interventions and use LSAs and specialist teachers to deliver interventions.

We also receive outside support from Critchill SEN team who offer outreach services and training based on specific needs.

### **The Headteacher and SENDCO:**

- Supports pupils.
- Liaises with teachers.
- Maintains the school's SEND register and oversees the records on all pupils with SEND.
- Liaises with parents of children with SEND.
- Liaises with external agencies e.g. Educational Psychologist.
- Administers correspondence and paperwork relating to SEND.

### **Class teachers:**

- Keep up to date with procedures and policies.
- Receive formal and informal in-service training.
- Write and review provision maps and support plans for pupils.
- Support and work together with LSAs in their classes.
- Endeavour to ensure parents are aware of, and involved in, their child's IEP.

### **Governors:**

Monitor and review SEND provision across the school. Governors will be kept up to date on SEND through Headteacher Reports and Governor Learning walks. Our 'SEND offer' for Norton Hill Primary School will be published on our website.

## **RESOURCES**

Management of funds in relation to Special Education Needs is the responsibility of the Headteacher and Finance Manager. Funding for pupils with Education, Health and Care Plans (EHCP) are used to provide specified support to those pupils and is monitored by the Headteacher/SENDCO. Human resources are allocated according to individual need by the Headteacher and SMT, in relation to whole school needs. SEND records are kept in a confidential central place which is accessible to all relevant staff members, as requested.

### **PARTNERSHIP BEYOND SCHOOL**

Parents are invited and encouraged to contribute to their child’s SEND support plan and subsequent reviews. All parents are asked to agree and sign SEND support plans. In addition to normal access to their child’s teacher, parents can also discuss issues relating to SEND with the Headteacher/SENDCO, and SMT.

External support is provided by a range of professional services, including Educational Psychologists, Education Welfare Officer, Emotional and Behavioural Difficulties Support, Speech and Language Therapists, School Medical Officer and Occupational Therapist.

Norton Hill Primary School participates in the local SENDCO Cluster Group for In-service training if appropriate, and liaises with other schools when necessary, e.g. when children transfer.

### **Co-Production**

The SEND policy is always revised in consultation with all staff and governors. When possible, Norton Hill Primary School also consults with the following groups of people when changing the SEND policy and discussing SEND issues:

- Parents of children with SEND.
- Parent Governors.
- Pupil Year group School Council Representatives.

### **IDENTIFYING NEEDS AND PROVIDING SUPPORT**

At Norton Hill Primary School, we will know when children need extra help if:

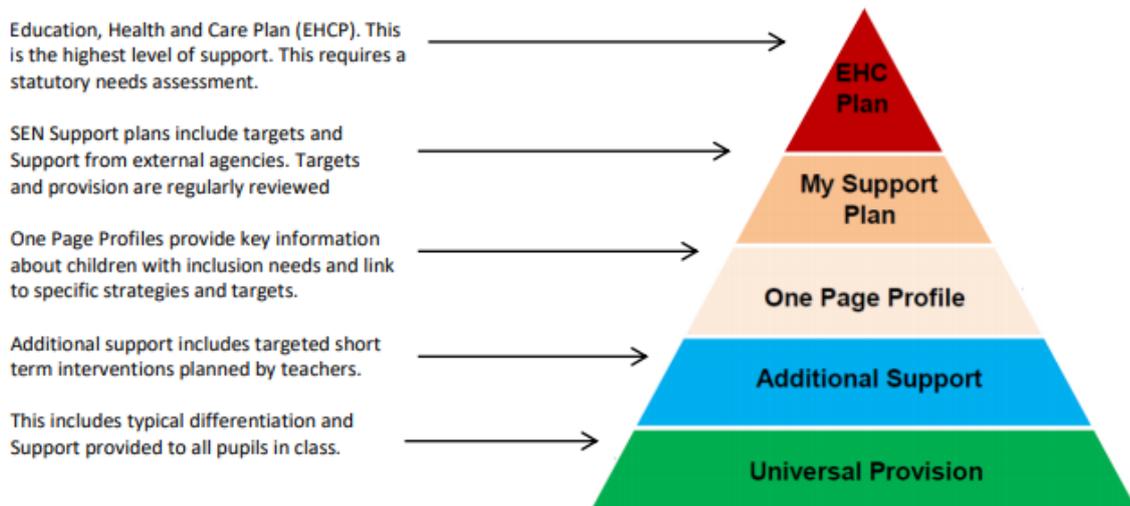
- Concerns are raised by teachers, parents/carers, or the child’s previous school or preschool.
- There is a concern about the rate of progress a child is making.
- There is a change in a child’s behaviour.
- A child asks for help, beyond usual needs.

Norton Hill’s staged approach reflects a continuum of needs and provision. If a need has been identified for a child, then the school will consider setting in motion a SEND Learning Support Plan of graduated steps. The time spent at each stage will reflect an individual child's needs. There are four broad areas of need as set out in the 2014 SEND Code of Practice:

- Cognition and Learning Needs.
- Social, Mental and Emotional Health.
- Communication and Interaction.
- Sensory and/or Physical Needs.

### **SEND Provision**

#### **Additional Provision**



Measurable and achievable targets will be set, using a provision map which will be written by the class teacher. These interventions may be carried out by a Learning Support Assistant (LSA), by Special Needs Teachers or in class by the class teacher. Pupils' progress will be monitored by the member of staff delivering the intervention and the class teacher.

If these targets are achieved then either:

- Subsequent learning targets are identified.
- Children are removed from the SEND Register, but progress is regularly reviewed and monitored.
- If targets are not achieved, the child may be moved to the next step, following discussion with the SEND Lead for the appropriate Key Stage and parents.

### **One Page Profiles or SEND Support Plan**

The next step of our school support plan is often characterised by a referral to an outside agency. Teacher consults the Headteacher/SENDCO;

- Individual progress and achievement records are collated to ensure that a firm base line for future assessment and progress is established.
- Educational Psychologist, and/or other external specialist services, become involved.
- The teacher and SENDCO draw up a SEND Support Plan or a One Page Profile which reflects additional support/intervention.
- Teachers discuss the SEND Support Plan or One Page Profile with parents, who are asked to agree it.
- Records are accessed to ensure that there is no underlying medical or sensory impairment that is preventing learning.
- The teacher/SENDCO keeps tracking up to date.

### **Education, Health and Care (EHC) Plan**

If little or no progress is being made over time through a SEND Support Plan, an EHCP needs assessment will be requested. The local authority will decide if it will conduct a needs assessment (or not) depending on the severity of the special educational need(s). If the needs assessment considers an EHC plan is necessary, the local authority will award one for the child. If the assessment does not result in a statement or EHC plan, parents have the right to appeal to the Local Authority.

### **MAINTAINING THE SYSTEM**

Headteacher/SENDCO, SMT:

- Provide a forum for discussion of both progress and problems.
- Help to maintain consistency throughout the school.
- Provide in-house training.

Three times a year, at a given date, staff review provision maps and SEND Support Plans and write new targets/outcomes. This is done in collaboration with parents. Other SEND matters are brought to staff meetings regularly, or as necessary.

### **MONITORING**

Monitoring is carried out:

- By Headteacher/SENDCO.
- Through opportunities at staff meetings for teachers to discuss, update and share support relating to pupils with needs.
- Through pupil progress meetings, with class teacher and appropriate member of SMT and parents.
- Through half-termly class teacher evaluations of their class plans and curriculum which are given to Headteacher/SENDCO.
- Through reviews of pupils receiving additional funding and with appropriate members of outside agencies.
- By a named Governor with responsibility for special needs provision.

The whole school SEND provision is mapped by class and adult support. Interventions ensure that all needs are met fairly and accounted for.

Complaints about special educational provision can be made informally and formally to the appropriate person. All serious complaints are referred to the Headteacher who takes overall responsibility. If necessary, the complaint is referred to the Governing Body. See Complaints Procedure for NORTON HILL PRIMARY SCHOOL for further details.

Parents and Guardians please note:

- Our SEND Local Offer will be published on our website.
- We would like you to understand that because a child receives some SEND support at some point, this does not turn him or her into a "SEND pupil" for ever more. Nationally, about 20% (i.e. 1 in 5) pupils will need some extra support at some time, but this need may be for a short or medium period of time only.



## Peasedown St John Primary School – SEND Procedures

SENDco – Jenny Tombs

Local Offer Report – <https://www.psjprimary.co.uk/send/>

### Rationale

Our school commits itself to creating excellence in curriculum provision and to providing a safe and caring environment for all its pupils. As part of this, we believe in providing children with a breadth of experience to support the development of the whole child. We believe that all our children should be included in all areas of school life, enabling them to achieve their highest potential.

### Purpose

- To ensure that the needs of all pupils who have Special Educational Needs or Disabilities (hereafter referred to as SEND), at any time during their school careers, are addressed.
- To enable children with SEND to receive the greatest possible access to a broad and balanced education.
- To address the needs of children with SEND, taking into account the wishes of their parents.
- To enable children with SEND to be taught alongside their peers.
- To set high expectations, with clear targets, for children with SEND.

### Guidelines

- To ensure that children are identified and assessed as early as possible as having SEND.
- To enable children to have access to all areas of the curriculum.

### The Inclusion Leader- Mrs. Jenny Tombs:

- Will ensure that the Register of Pupils with SEND is maintained and updated termly.
- Will ensure that all children with SEND have an SEND Support Plan, which is reviewed at least three times per year,
- Will carry out assessments of children with SEND in order to gain more detailed information about their needs, or may refer the pupil for assessment by an external agency such as Educational Psychology as needed,
- Will make sure that SEND needs are made known to all who are likely to teach him/her,
- Will ensure that provision for children with SEND is made by the most appropriate agency,
- Will manage the provision of SEND resources and support materials,
- Will keep essential documentation centrally (Class Teachers, TAs and Parents to be given copies),
- Will ensure that adequate provision is put in place for children with Statements of SEND/EHC Plans, as set out in Part 3 of their plan,
- Will chair Annual Reviews of Statements of SEND/EHC Plans and ensure that all those involved with the child are invited to attend,
- Will gain parental consent before making any referrals to external agencies.

### The Governing Body

The Governing Body sets strategies for the school and as part of this, sets a strategy for SEND. Through their monitoring, the SEND Governor will endeavour to:

- Secure the necessary provision for any pupil who has SEND,
- Make sure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have SEND,
- Ensure that pupils with SEND have access to all the activities of the school, so far as is reasonably practical and compatible with those pupils receiving their necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

### The Head teacher:

- Will ensure that the school's SEND Policy reflects legal requirements under the 2014 Code of Practice,
- Will monitor all aspects relating to the implementation/effectiveness of the Policy,
- Will ensure that, subject to financial constraints, appropriate training is available to those who require it,
- Will ensure that, subject to financial constraints, access to special educational need support (teacher expertise, material resources etc.) is available within a reasonable time scale,
- Will require access to all essential documentation held by the class teacher and Inclusion Leader.

### The Class Teachers:

- Have responsibility for **all** children in their class,
- Are responsible for the identification, planning and preparation of appropriate differentiated material for all children,

- Are responsible for the maintenance of paperwork relating to the SEND of children in their class, ensuring that all children with SEND have a Support Plan.,
- Are responsible for ensuring that provisions set out in Statements of SEND/EHC Plans are adhered to,
- Hold joint responsibility with the Inclusion Leader for communicating with parents and carers, regarding special educational provision, through regular reviews,
- Will report any concerns regarding children with SEND to the Inclusion Leader.

#### **Teaching Assistants (TAs) employed to support children with SEND:**

- Have responsibility for delivering appropriate support as determined by the class teacher, to groups or individuals,
- Liaise with class teachers and Inclusion Leader as appropriate, to ensure efficient feedback on pupils' performance,
- May be required to record pupils' progress,
- May be required to have input into SEND Support Plans and Statement/EHC Plan Reviews.
- Need to be aware of children's individual targets,
- Will report any concerns regarding children with SEND to the class teacher and/or Inclusion Leader.

#### **Admissions**

We admit all children to our school, regardless of need, provided enough appropriate support is available or accessible. Pupils who have statements of SEND/EHC Plans may only be admitted to the school in agreement with the LA.

#### **Accessibility**

Our school is committed to equality of opportunity for all and to curriculum access for all pupils. We are committed to both the planned improvement of the physical environment as a route to increased access to all aspects of school life, and to a practical and pro-active 'problem solving' approach to needs as they arise. See our School Accessibility Policy for more information.

#### **Resources**

We believe that all our pupils should have equal access to the curriculum and we aim to develop their abilities to their highest personal standard. In order to provide the necessary resources to facilitate this, our Governors provide, from the school's formula allocation, the funds for: -

- A designated Inclusion Leader who is non class based,
- A large team of Teaching Assistants,
- A Speech and Language Therapist from the Speech and Language Inclusion Partnership to work at our school once a week, in order to provide direct pupil work and staff training,
- Membership of the Fosse Way School SEND Network which provides termly Network meetings for the Inclusion Leader, ongoing professional support, staff training and access to the Network resource base,
- A range of specialist resources for children and teachers to use.

#### **Funding**

Funding from the government is allocated by the school to support SEND pupils. The funding is used to provide Teaching Assistants, Additional teachers, Speech and Language Therapy, Resources and other interventions as needed. Funds allocated through a child's statement of SEND/ EHC Plan are used to provide that child with extra in-class adult support, specialist teaching time and/ or materials as appropriate in order to meet the provision set out in Part 3 of the Statement/Plan.

#### **Identification, Assessment and Review**

- SEND pupils are identified during termly staff meetings led by the Inclusion Leader. During these meetings, the Inclusion Leader and Class Teachers share monitoring information and review progress made, in relation to specific targets, as listed in each child's Support Plan. Decisions are made on the basis of teacher's observations and any formal test results to which we have access.
- We use a range of assessment tools throughout the school to chart the progress of all children. (See Assessment Policy). For children with SEND, teachers may make more frequent checks as appropriate and the Inclusion Leader may carry out more detailed assessments as necessary.
- In addition, all children are given targets to work on in both Literacy and Numeracy, which are reviewed termly. This allows teachers, pupils and parents to track children's next steps in learning. For children with SEND, these will link with the child's current Support Plan.

#### **External Agencies**

We have access to a very wide range of specialist services, including:

- Speech and Language Inclusion Partnership
- Educational Psychologists
- Autism Support Service
- Behaviour Support Service

- The Early Years Advisory Team
- CAMHS
- Occupational Therapists
- Physiotherapists
- sensory Support Services
- School Nursing Team, Paediatricians and GPs
- Social Care teams
- Child Protection Officers
- Children Missing Education Officers
- Physiotherapy
- Parent Partnership
- Play therapists
- Ethnic Minority and Traveller Achievement Service
- Ups and Downs
- Disability Nurses
  - Black Families Support Group

We will always seek permission from parents/carers before making any referrals. We will also ensure that any reports written as a result of the referral are shared and discussed with parents/carers.

### **Working with Parents/carers**

- At Peasedown St John Primary School, we believe that parents should be involved at every stage in any plans to meet a child's special needs. Parents/ carers are invited into school three times per year to review and update their child's SEND Support Plan.
- All children with SEND receive support and resources from the school's funding. A child with a statement of SEND/EHC Plan will receive additional resources and support funded by the LA, as a 'top-up' to those provided by the school.
- Either the class teacher, Inclusion Leader or Head teacher always follows up parental concerns about children's progress. If further action is considered to be required, then the concerns are recorded, together with any assessment information available or variations in teaching strategies being used.
- Our Homework Policy ensures that children with SEND are given work which is appropriate to their needs and which supports their individual targets. This is done with ongoing support from the Inclusion Leader. The School's Home-School Agreement establishes common expectations for all pupils, with regard to the partnership between home and school, in supporting a pupil's educational development.

### **Curriculum**

Our curriculum is designed to match your child's needs by offering personalised learning which is differentiated according to their ability and their style of learning. This will develop their skills as learners and help them to become more independent, enabling them to progress and reach their full potential. The classroom environment may also be adapted to suit individual needs e.g. providing a workstation or a visual timetable. Where a child has been identified with SEND, their work will be differentiated by the class teacher as needed, to enable them to access the curriculum more easily.

### **Transition Arrangements**

The Inclusion Leader liaises with SENDCOs of partner secondary schools, to ensure a smooth transition between Key Stages. Alternative or extra arrangements for children to visit their next school or in- school visits from the secondary SENDCO are part of the support offered to our children with SEND. The appropriate Secondary School SENDCO is invited to all Year 6 Annual Reviews. Our Inclusion Leader forwards all relevant documentation to the appropriate secondary school SENDCO at the beginning of the Term 6.

### **Inset/ Staff Development**

The school is committed to ensuring that all staff have the appropriate skills and knowledge to perform their roles and responsibilities effectively and to the highest standards. Continual staff development in all aspects of SEND is essential to ensuring best provision and relevant individual professional development. We regularly invite professionals from external agencies, such as speech and language therapists, to deliver staff training. All our TAs have received training to enable them to support pupils with SEND, some have extended this training to enable them to gain recognised GNVQ qualifications. Our Inclusion Leader attends termly Network meetings to share information, support and pursue her own professional development, as well as regularly attending other training courses run by the Local Authority.



## Shoscombe – SEND Procedures

SENDco – Mrs Tania Rorison

Local Offer Report - <http://www.shoscombe.bathnes.sch.uk/information/SEND/>

### Rationale

The staff and governors at Shoscombe Church School believe that all children are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

We will use our best endeavours to make sure a child with SEND gets the support they need whilst also engaging in the activities of the school alongside children who do not have SEND. A child with Special Educational Needs has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age;
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area or the local authority.

Special educational provision is the provision which is additional to, or otherwise different from the provision made generally for children of the child's age.

### Aims

- To promote the early identification of children's individual needs
- To meet those needs, be they social, emotional, academic or physical
- To provide all children with an equality of opportunity so far as is reasonably and practically possible, so that they can engage in all aspects of school life
- To ensure that all children feel valued as part of our community
- To seek and take account of the views of the child
- To involve and consult parents/carers at every stage of the process

### Roles and Responsibilities

#### Teaching staff will:

- identify, through their daily practices those children who are not achieving or behaving as expected
- produce a Single Support Plan (SSP) or provision map in consultation with the SENDCO, working with and communicating effectively with all 1:1 Teaching assistants
- implement and review strategies as set out in the SSP or provision map
- liaise with parents/carers and the child, regarding the strategies used and support being given
- ensure that due regard is taken to the range of needs within their class and plan learning opportunities so that all children can be encouraged to participate
- attend meetings regarding individual children
- deal with all children individually and maintain confidentiality at all times

#### The SENDCO will:

- oversee the day-to-day operation of the school's SEND policy
- maintain the SEND register and ensure all records are in place and kept securely
- co-ordinate support and liaise with outside agencies, ensuring that children receive their entitlement
- carry out Annual Review meetings and all reporting/paperwork as needed
- ensure that all children receive the necessary provision to support their needs
- organise Teaching Assistant timetables, in consultation with class teachers and the Head teacher, in order to meet children's needs
- ensure that parents/carers are notified when their child is placed on the SEND register and liaise with parents/carers, where needed, to support the class teacher
- attend training and SENDCO network meetings, to keep up to date with latest developments in the subject
- lead INSET/training for staff and disseminate information

#### The Head teacher will:

- appoint a SENDCO
- liaise with the SENDCO to ensure all procedures regarding SEND provision and practice are carried out fully
- keep the governing body informed of developments with SEND

- ensure that the quality of teaching for children with SEND, and the progress made by the children, should be a core part of the school's appraisal arrangements and the school's approach to professional development for all teaching and support staff
- use patterns and identification, both within the school and nationally to reflect on and reinforce the quality of teaching
- request, complete and submit an Education, Health and Care needs assessment if needed, to the LA

#### **The Governing Body will:**

- ensure that the necessary provision is made for any child who has a special educational need
- ensure that teachers in the school are aware of the importance of identifying, and providing for those children who have special educational needs
- ensure that the parents/carers are notified of a decision that their child has a special educational need
- publish annually, reports to parents/carers regarding SEND provision
- nominate a specific governor who will adopt a monitoring and liaison role for SEND
- ensure that the school's arrangements for assessing and identifying child's as having SEND are agreed as part of the Local Offer and publish these arrangements on the school's website
- ensure that children and parents/carers are actively involved in decision-making throughout the process

#### **Medical Conditions**

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

#### **Disabled Children**

Many children who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child requires special educational provision they will also be covered by the SEND definition.

#### **Curriculum**

All children will have access to a broad and balanced curriculum. Teachers will set high expectations for every child, whatever their prior attainment. Targets will be deliberately ambitious. Potential areas of difficulty will be identified and addressed.

#### **Identification, Assessment and Provision**

If a child has an identified special educational need when they start at Shoscombe Church School the first response will be high quality teaching targeted at the child's area of weakness. Where progress continues to be less than expected, the Headteacher, SENDCO and class teacher will:

- use information arising from the child's previous setting to provide a starting point for the curricular development of the child
- identify and focus attention on the child's skills and highlight areas for early action to support the child within class
- assess the child to allow him/her to show what they know, understand what they can do, as well as identifying any learning difficulties
- ensure that assessments and observations provide regular feedback to teachers and parents/carers about the child's achievements and experiences and that these outcomes form the basis for planning the next steps in the child's learning

#### **Early Identification**

At Shoscombe Church School we believe in the importance of early identification. To identify children who may have a special educational need, we measure the child's progress by referring to:

- their performance monitored by the class teacher through assessments and observations
- their progress against objectives
- their performance against age related expectations
- standardised screening or assessment tools

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. Where there are concerns, an assessment will determine whether there are any casual factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

An Early Help Assessment may be appropriate if housing, family or other domestic circumstances may be contributing to the presenting behaviour.

Slow progress and low attainment do not necessarily mean that a child has SEND. Equally; it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEND. The school will liaise closely with the Ethnic Minority and Traveller Achievement Service to ascertain whether or not a child with English as an Additional Language also has SEND.

There are four areas of need as set out in the SEND Code of Practice:

### **Cognition and Learning Needs**

Learning difficulties cover a wide range of needs including moderate (MLD), severe (SLD) through to profound and multiple (PMLD) learning difficulties.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, Emotional and Mental Health Needs**

Children may become withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health issues. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

### **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. The profile for each child with SLCN is different and their needs change over time. Children with ASD, including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction. They may also have difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### **Special Education Provision at Shoscombe Church School**

Teachers are responsible and accountable for the progress and development of all the children in their class, including where children access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual child's, is the first step in responding to child's who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. We will regularly and carefully review the quality of teaching for all children, including those at risk of underachievement..

In deciding whether to make special educational provision, the teacher and SENDCO will consider all of the information gathered from within the school about the child's progress, alongside national data and expectations of progress. For higher levels of need, we have arrangements in place to draw on more specialised assessments from external agencies and professionals.

This information gathering will include an early discussion with the child and their parents/carers. These early discussions with parents/carers should be structured in such a way that they develop a good understanding of the child's areas of strength and difficulty, the parents/carers' concerns, the agreed outcomes sought for the child and the next steps.

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the child and their parents/carers. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Where a child is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle:

### **Assess**

In identifying a child as needing SEND support the class teacher, working with the SENDCO, will carry out a clear analysis of the child's needs. This will draw on the teacher's assessment and experience of the child, their previous progress and attainment, as well as information from the school's core approach to child progress, attainment, and behaviour. It will also draw on the views and experience of parents/carers, the child's own views and, if relevant, advice from external support services. We will take seriously any concerns raised by a parent. These will be recorded and compared to the school's own assessment and information on how the child is developing.

This assessment will be reviewed three times a year. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a child responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. The school will liaise with these professionals to help inform the assessments. Where professionals are not already working with school staff the SENDCO should contact them if the parents/carers agree.

### **Plan**

Where it is decided to provide a child with SEND support, the school will discuss this with the parents/carers. The teacher and the SENDCO will agree in consultation with the parent and the child the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Parents/carers will be made aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

### **Do**

The class teacher will be responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the child. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

### **Review**

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions should be evaluated. The class teacher, working with the SENDCO, will revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child.

Parents/carers will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a child has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. We **will** co-operate with the local authority in the review process and, as part of the review, the local authority will require us to convene and hold annual review meetings on its behalf.

### **Involving Specialists**

We may involve specialists at any point to advise us on early identification of SEND and effective support and interventions. We will always involve a specialist where a child continues to make little or no progress or where they continue to work at levels substantially below those expected of children of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The child's parents/carers will always be involved in any decision to involve specialists.

The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents/carers and teaching staff supporting the child in the same way as other SEND support.

Where assessment indicates that support from specialist services is required, it is important that children receive it as quickly as possible. The Local Offer will set out clearly what support is available from different services and how it may be accessed within the Local Authority. This can be found on the BANES council website.

The school also produces an SEND information report which outlines the SEND process at our school. This is available on our school website.

### **The Local Offer**

The school's Local Offer includes information about:

- who to talk to about SEND at SHOSCOMBE
- special educational provision for children at SHOSCOMBE
- arrangements for identifying and assessing children's SEND
- the admissions of disabled child's and access arrangements that are in place
- specialist services
- transition arrangements for children with SEND
- the allocation of resources

### **Single Support Plan**

Strategies used to enable the child to progress should be recorded within a Single Support Plan (SSP) or in some cases an Individual provision Map. This will include:

- short term targets
- teaching strategies
- provision to be put in place
- when the plan is to be reviewed
- the outcome of the action taken

The SSP only records that which is additional to or different from the differentiated curriculum plan. The SSP focuses on two or three individual targets that match the child's needs. The SSP is discussed with the child and their parents/carers and progress against these targets is reviewed termly.

### **Requesting an Education, Health and Care needs assessment**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care needs. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support.

### **Partnership with parents**

We must provide an annual report for parents/carers on their child's progress. We will also go beyond this and provide termly reports for parents/carers on how their child is progressing where a child is on the SEND register.

Where a child is receiving SEND support, we will talk to parents/carers regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the child and the school. The SENDCO and class teacher will meet parents/carers three times each year to discuss the Single Support Plan. It should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the child.

The school will ensure that it:

- recognises the personal and emotional investment of parents/carers and be aware of their feelings;
- focuses on the child's strengths as well as areas of additional need;
- ensures that parents/carers understand procedures, are offered support and are given documents to discuss before meetings;
- allows sufficient time to explore the parents/carers' views and to plan effectively;

Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents of all children. They will, however, be longer than most parent-teacher meetings.

## Child participation

The views of the child should be included in these discussions. This will be through involving the child in all or part of the discussion itself, or gathering their views as part of a One Page Profile.

## Education, Health and Care Plans

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents/carers and child
- provide a full description of the child's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes

EHC plans will be used to actively monitor children's progress towards their outcomes and longer term aspirations. They **must** be reviewed by the local authority as a minimum every 12 months. Reviews **must** focus on the child's progress towards achieving the outcomes specified in the EHC plan. The review **must** also consider whether these outcomes and supporting targets remain appropriate.

In most cases, reviews will normally be held at school.

The following requirements apply to reviews where a child attends school:

- The child's parents/carers, a representative of the school, a local authority SEND Officer, a health service representative and a local authority social care representative must be invited and given at least two weeks' notice of the date of the meeting. Other individuals relevant to the review should also be invited.
- The school will seek advice and information about the child prior to the meeting from all parties invited, and send any advice and information gathered to all those invited at least two weeks before the meeting.
- The meeting must focus on the child's progress towards achieving the outcomes specified in the EHC plan, and on what changes might need to be made to the support that is provided to help them achieve those outcomes, or whether changes are needed to the outcomes themselves. Children and parents/carers will be supported to engage fully in the review meeting.
- The school will prepare and send a report of the meeting to everyone invited within two weeks of the meeting. The report must set out recommendations on any amendments required to the EHC plan, and should refer to any difference between the school or other recommendations and those of others attending the meeting.

## Publishing Information

The governing body **will** publish information on the school's website about the implementation of the governing body's policy for children with SEND and how we manage SEND at Shoscombe. We do not publish the annual SEND report to governors on our website however, as due to small cohorts individual children could be identified. The school's Information on SEND will also link to the Local Authority's Local Offer, so that parents/carers are aware of services that are available to support their children.

## Monitoring and Evaluating

The effectiveness of the policy can be assessed by analysing child progress, eliciting the views of staff, parents/carers and child's, and reviewing the record keeping procedures. The SEND Governor will have a key role within this process, alongside the Head Teacher. The policy will be re-visited biannually.

This policy should be read in conjunction with the MAT policy on SEND and the Schools SEND information Report



## Somervale – SEND Procedures

### Staff Team

At Somervale, all teaching and support staff have a responsibility for the learning and development of all students, including those with special educational needs. In addition to this there is a well-qualified and experienced team of staff supporting special educational needs. This team comprises of SENDCo, Inclusion Support Manager and a team of Teaching Assistants. The current team comprises of:

SENDCo Sophie Charnaud  
Assistant to the SENDCO Lucy Latchem

Local Offer Report - <https://www.somervaleschool.com/statutory-website-information>

Inclusion Support Manager Moira Woodland

Teaching Assistants Sian Howell Carrie Horler Anna Vaughan  
Charlotte Fuller Kat Hams Kelly Hawkins Claire Kirby

### The Responsibilities of the SENDCo (Code of Practice (2015) 6.90):

*The key responsibilities of the SENDCo may include:*

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with Early Years Providers, Other Schools, Educational Psychologists, Health and Social care Professionals, and Independent or Voluntary bodies.
- Being a key point of contact with external agencies, especially the Local Authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Head Teacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up-to-date

### Identifying SEN

- Most students are identified initially via primary school transfer information
- All students on entry to Year 7 complete Cognitive Ability Tests (CAT tests) which provide a standardised measure of cognitive reasoning ability
- A baseline assessment of Reading Age (RA) and Spelling Age (SpA) is made in Year 7 or on entry to school. This identifies students with literacy or learning needs
- Students with such needs are regularly re-assessed to track progress
- Other SEN needs are identified by the school's Inclusion Support team, tutor/teacher feedback and any relevant pastoral or medical information
- Social, Emotional and Mental Health needs are mainly managed via Inclusion Support and the Pastoral Support team. If a student's placement becomes 'at risk' due to escalated behaviour, additional support strategies, alternative curriculum arrangements or the use of a **Pastoral Support Plan (PSP)** may be put in place in negotiation with parents and other professional agencies
- The SENDCo regularly updates the Additional Needs Register. All students on the Register have an 'SEN Stage' with a specific PLASC code, as outlined in the MNSP SEN Policy.

### Range of support offered by the SEN team:

The SEN staff team, comprising of: the SENDCo, Assistant to the SENDCO, Inclusion Support Manager and a team of Teaching Assistants, offer a cohesive and balanced range of support:

### **In-class support**

The TA team work mostly in the classroom, supporting a range of students with their learning or social needs. Styles of support vary, helping students on a 1:1 basis, working with small groups or offering whole-class support within the lesson.

### **Small-group withdrawal**

Support is also offered to students outside the classroom. A range of withdrawal programmes to support literacy, numeracy or social needs are offered to identified students at KS3 and KS4. This may take the form of small-group or 1:1 work and includes opportunities to develop reading or spelling skills, number work, research and study skills, social & relationship skills and independent learning skills. Pupils have access to IDL Literacy and Numeracy Programme, which can be accessed both on the school network and at home.

Small group or 1:1 support is also offered for speech & language skills, handwriting and to support curriculum catch-up if required.

### **Mentoring and counselling support**

From time to time individual students may need 1:1 support for a specific difficulty which they are facing in or out of school. Students may be assigned a mentor to meet with on a regular basis. If necessary, the school may involve an appropriate external professional counsellor to support a specific need.

### **Supported Time-Out**

The school has a well-developed inclusive ethos. Support is provided to ensure students are able to attain their potential academically and socially, whilst maintaining the student in the classroom - the focus for teaching & learning. However, from time to time some students may require an opportunity for 'time-out'. The Inclusion Support Room offers a 'time-out' facility, by agreement, where students can opt to complete their work in a calm, supportive environment away from other students.

### **Homework Club**

The SEN Department run a homework club every lunch-time for key stage 3 and 4 students. This involves two members of staff who are able to assist students with their homework or revision. The TA team are very familiar with the homework tasks or the extended enquiries and research projects which student's undertake at KS3 and can offer valuable support.

### **Inclusion Room 'social-club'**

A lunch club takes place in the Inclusion Support Room every day. Identified students who may find lunchtime a stressful experience, or who need a calm place to spend their lunch-break are welcome to attend. The club is run by two members of staff and students can eat lunch, play games, chat and make friends in a calm environment. High expectations of behaviour and mutual respect are maintained.

### **Additional support for exams**

Some students with identified educational needs are entitled to special access arrangements for all their public examinations. Support takes the form of: use of a separate room, reading help, extra time, rest-breaks, a prompt, word processor or a scribe. Students are assessed and appropriate support put in place for GCSE or equivalent exams at KS4 and KS5. The SEN team are involved in invigilating these students to enable them to reach their potential at this important time.

### **Differentiating resources**

An important aspect of the work of the SEN department is to offer advice and support across the school to differentiate or simplify resources for student use. This ensures that all students have appropriate work and resources available to support their learning in all subjects.

### **Assessment**

Assessment is an important tool to measure student attainment and ensure progress at both KS3 and KS4. The assessments carried out in the learning support department are additional and complementary to the usual range of assessments carried out across the school to monitor and ensure progress of all students in all subject areas.

### **School trips & educational visits**

The TA team often accompany students on trips or visits, either acting as an additional member of staff or to provide specific support for students with special educational needs. Encouraging all students to participate in trips and visits is an important part of the school's inclusive ethos.

### **Subject specialism**

The TAs in the SEN team are encouraged to develop an individual specialism alongside their more general role. This acts to broaden expertise and enable the department to offer a wider range of support to our students 'in-house'. The TAs have taken on a broad range of specialist areas, in line with their own interests or skills, including expertise in: literacy & phonic awareness,

speech, language & communication skills, hearing impairment, co-ordination & motor awareness, handwriting skills and English as an additional language. There are TAs on the team who specialise in English, Mathematics, Science and Technology, who can offer specific support for these key faculty areas.

Such specialism enables the team to offer high quality support for students and subject faculties within the school and also acts as an important focus for professional development and targeted training opportunities.

### **Communication between school staff, parents and students**

The SEN Department recognises the importance of good communication as a key to the success of special educational needs provision.

Parents and students are encouraged to be fully involved in the process of establishing individual Provision Plans and Education Plans and in reviewing the success of targets and support strategies. The school aims to provide at least three opportunities during the school year for parents to meet with key staff to discuss the needs, provision and progress of their child. The SENDCo and Inclusion Support Manager are available to meet with parents by appointment throughout the year on the school parents' evenings and Academic Review Evening. In addition, meetings can be arranged to discuss individual concerns around student support or progress in more depth.

Parents are encouraged to contact the SENDCo or the Inclusion Manager by telephone or email if there are any concerns or queries regarding the support of their child.

Students with an EHCP plan have a mandatory EHCP review meeting. Parents and other relevant professionals are formally invited to these meetings and all paperwork related to the meeting is sent home by post.

Every effort is made by school staff to establish a mutually convenient meeting time with parents, carers and professional services.

### **Transitional Support**

The school has a well-established transition programme for students moving from KS2 to KS3. The SENDCo is fully involved in this primary liaison programme, to ensure that all relevant information is successfully transferred for students with special educational needs.

A member of the transition team visits all the main feeder primary schools, to discuss individual needs with relevant primary staff. This information contributes to the support arrangements for all new students in Yr7.

There are several opportunities for Yr 6 transitional students to experience life at Somervale before the September start date. All students with special educational needs are fully included in this programme, which involves a taster day during the summer term, additional tours of the school and summer school.

Additional visits to the school, to meet key staff or become familiar with routines and layout, can be arranged by the SENDCo during the summer term. This is done in liaison with parents and the primary school and is tailored to suit individual needs.

Transitional arrangements for students between KS3 and KS4 are more individually based, to help students with special educational needs plan appropriate KS4 option choices and carefully consider post-16 education or employment.

Students with an EHCP have a Vocational Profile established at their Yr 9 Annual Review. This meeting is attended by the school's Careers Adviser and includes considerations for KS4 option choices and post-16 education or employment planning.

The school's Careers Adviser prioritises students with special educational needs at KS4, to ensure that a clear plan is in place for all students to move on to an appropriate post-16 educational or employment opportunity.

### **External Professional Agencies**

The SEN Department works closely with a wide range of external professional agencies. Some of these agencies form part of the B&NES local authority Children's Service or the Primary Care Trust. As Somervale has Academy status, the school is increasingly commissioning the services of a range of independent support agencies as appropriate.

The SENDCo and Inclusion Manager have regular contact with the following agencies:

#### **B&NES Local Authority services**

Educational Psychologist Service

Hospital Education & Re-integration Service  
Social Services  
Looked After Children Support Team & Virtual School for LAC  
Family Intervention Service  
Compass Project  
Mentoring Plus  
Connecting Families  
Integrated Working Team

**Primary Care Trust (Health Authority services)**

Child and Adolescent Mental Health Service (CAMHS)  
Sensory Impairment Team  
Speech & Language Therapy Service  
Occupational Therapy Service  
Physiotherapy Service  
Community School Nurse  
Health Promotion Service

**Other services**

Education Welfare Services (South West) Ltd  
Off The Record  
Independent counselling services  
SASS (ASD Support Service)  
Educational Psychologists  
Children Unlimited – OT Support Service  
Sporting Family Change  
Speakeasy  
Bath Area Play Project (BAPP)  
Play Therapists  
Forest School provision

**Services for Parents**

There are a number of support services for parents, either independent or provided by the local authority. These services offer impartial advice, guidance and support to parents who may have a grievance, or require assistance to manage the special education needs of their child. These include:

- Parent Partnership Service
- Parent Support Advisers – local authority support advisers cover the Bath, Norton Radstock and Chew Valley areas.

Updated academic year 2021-22



## St Dunstan's – SEND Procedures

SENDco Wendy Lewis

Local Offer Report - <https://www.stdunstansschool.com/pastoral-care/special-educational-needs-sen.htm>

### 1. RATIONALE

A child is defined as having special educational needs if they have:

*“a learning difficulty which calls for special educational provision to be made for them” (SEND Code of Practice: DfE 2014)*

Further details of definitions can be found in the Code of Practice guidance, available on the DfE website:

[www.education.gov.uk](http://www.education.gov.uk)

Special Educational Needs include learning, social, emotional, physical and mental health difficulties. In some cases the need may be of a relatively short term nature, in others long term, and in some, permanent. The emphasis is on defining the child's Special Educational Needs, stating the most appropriate provision, and working in collaboration to put provision into place and to monitor progress.

St Dunstan's School is committed to offering an inclusive curriculum to ensure the best possible progress for all our students whatever their needs. We believe in a holistic approach to the education of our students to help them become independent, confident, happy learners and prepare them for adult life.

### 2. AIMS

- To create a well ordered, positive and supportive environment where each student has the opportunity to flourish and succeed whatever their talents or abilities
- To establish a safe environment in which to develop positive behaviour and high self-esteem
- To provide a stimulating environment which enables students to develop into mature, independent citizens, equipped for their contribution to an ever-changing world
- To ensure the best quality education for our students and promote understanding of students' needs throughout the school
- To promote effective partnership and involve outside agencies when appropriate
- To ensure that all learners make the best possible progress
- To ensure that our students have the opportunity to express their views and are fully involved in the decisions which may affect their education
- To ensure that parents/guardians/carers are informed of their child's needs and that there is effective communication between home and school
- To counter prejudice

### 3. RELATIONSHIP TO OTHER POLICIES

The SEND policy should be read in conjunction with the following documents: Anti-Bullying Policy; Attendance Policy; Accessibility Policy; Behaviour Policy; Safeguarding and Child Protection Policies; Educational Visits Policy, Equality Act Statement; Teaching and Learning Policy and the Home-School Agreement Policy.

### 4. ROLES AND RESPONSIBILITIES

4.1. The **Headteacher** will ensure that:

- The school works in partnership with the LA and other external services to ensure appropriate action is taken to address identified issues
- The LA and the Governing Body are kept informed of progress against the agreed targets
- The SEND policy is reviewed annually
- Has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND

4.2. The **SENDco** with responsibility for the Code of Practice students will:

- Oversee the SEND / Learning Support department

- Oversee the running of the provision for students with SEND including general class, small group and individual student support
- Organise and manage the work of the school's Teaching Assistants
- Maintain the school's SEND register and all relevant documentation
- Keep records on students who have SEND and ensure that their progress is regularly monitored and reviewed by use of the Individual Learning Plan (ILP)
- Liaise regularly with other members of SLT, teachers, parents and external agencies
- Ensure annual reviews for students with an Education, Health and Care Plan, or an SEND Statement are completed
- Organise meetings as appropriate with designated teachers at regular intervals in respect of SEND issues
- Regularly review and monitor SEND provision within the school
- Take part in formal meetings, such as consultation meetings with external agencies, regarding support for SEND students
- Liaise with the pastoral team regarding students on the SEND register
- Liaise with the faculty heads/tutors/subject teachers to ensure that the needs of SEND students are met throughout the curriculum
- Provide in-house training to meet the needs of individual members of staff and the needs of the school as part of the school CPD programme

**4.3. The Assistant Head will:**

- Oversee the pastoral system, including the SEND department
- Liaise with the key staff when there are concerns about individual students to ensure appropriate provision is put in place
- Oversee the Pastoral work of tutors and ensure they are aware of the needs of the students in their care and support them accordingly
- Liaise with the SENDCo, Teaching Assistants and Learning Mentors to share information and plan appropriate support for individual students

**4.4. Learning Mentors will:-**

- Support and monitor all students in their House and liaise with key staff to ensure appropriate action is taken to improve the learning and behaviour of individual students where there is cause for concern
- Liaise with the SENDCo and key staff to implement Individual Learning Plans and to support and monitor identified students with attendance or behavioural difficulties, with the support of the tutor, EWS and locality teams
- Attend meetings with key staff as appropriate to address individual concerns

**4.5. Tutors will:**

- Be aware of the needs of students in their tutor group who are on the Code of Practice and monitor them, by using the ILP and associated student information
- Mentor and monitor the wellbeing and progress of all students in their tutor group, informing the Assistant Head/SENDCo, Learning Mentors or Teaching Assistants of any students causing concern
- Liaise with the SENDCo, Learning Mentors and Teaching Assistants to ensure appropriate support is put in place when required for attendance, behaviour or learning difficulties
- Support the implementation of any support plans, monitoring progress on the agreed action plan
- Recognise and reward improvement and success for all students on the Code of Practice

**4.6. All Subject Teachers are teachers of SEND, Subject teachers will:**

- Use the information in the Staff Handbook, SEND register and other sources distributed by the SENDCo
- Be aware of the Code of Practice expectations and the Graduated Response to meeting needs
- Be aware of the varying needs of students in their classes and to differentiate accordingly. All teachers are teachers of students with special educational needs
- Have a responsibility to bring to the attention of the SEND Co-ordinator any child whose needs they believe are not being met

**4.7. Heads of Faculty will:**

- Ensure their team uses the information in the Staff Handbook, SEND register and other sources distributed by the SENDCo in order to plan to meet the needs of all the students in their classes
- Liaise with the Assistant Head/SENDCo and/or Learning Mentor when there are concerns about behaviour or learning in their subject area

**4.8. HLTAs and Teaching Assistants will:**

- Assist the SENDCo in the day to day running of the Student Support Centre
- Liaise in class with the teacher, supporting teaching and learning, to ensure the needs of the students are met

- Work with students 1:1 and in small groups for withdrawal work in the student support centre
- Work with the SENDCo to develop programmes of study for groups and individual students
- Work with the SENDCo to assess students and monitor provision for Code of Practice students
- Liaise closely with the SENDCo and Learning mentors
- Attend appropriate training to support their role

**4.9. Parents/Guardians/Carers** are responsible for:

- Attending EHC Plan or Statement annual reviews or ILP review meetings
- Informing the SENDCo of any concerns or information regarding the students

**4.10. The Governing body** will:

- Establish this policy, in consultation with the Head teacher, staff and parents, and keep it under review
- Ensure the policy is communicated to students and parents, is non-discriminatory and the expectations are clear
- Acknowledge and be aware of the SEND code of practice
- Appoint a SEND governor
- Do its best to ensure that the necessary provision is made for any student who has special educational needs
- Robustly monitor the effectiveness of this provision in terms of expected student outcomes and hold key staff to account in this regard

## **5 INVOLVEMENT OF OUTSIDE AGENCIES**

The school will work positively with external agencies – in particular the PFSA, Learning Support Service, Educational Psychology Service, CAMHS and other agencies, schools and colleges - to provide the necessary support and guidance to meet the identified needs of the students on the Code of Practice.

**Additional Supporting Materials available –**

[Appendix 1: The roles of the SEND department](#)

[Appendix 2: Identification, Assessment and Monitoring arrangements](#)

[Appendix 3: SEND register](#)

[Appendix 4: Education plans](#)

[Appendix 5: Curriculum](#)

[Appendix 6: Criteria for evaluating the success of the school's SEND policy](#)

[Appendix 7: Accommodation, Staffing and Intervention](#)

[Appendix 8: Links and Liaison](#)

## APPENDIX 1: Roles of the SEND department

- 1 The SEND Department works closely with the Senior managers of the School to ensure that the curriculum:
  - is balanced, i.e. it allows for and facilitates adequate development in each curricular and skill area;
  - allows for differentiation according to individual needs; thereby challenging and supporting all learners.
  - offers equality of opportunity and access to the different curricular and skill areas.

This entitlement curriculum is regularly reviewed to ensure that it is relevant to the children's needs and that it is perceived as such by the children themselves and their parents.

2. The SEND Department offers advice and INSET (training) opportunities to subject teachers and other departments on employing differentiated teaching methods and resources, so that all students (irrespective of their gender, ethnic origin, academic ability, special needs, etc.) have equal access to the curriculum, and experience success and enjoyment in their work. We work with subject teachers, parents and students in developing Individual Learning Plans (ILPs) and approaches to enhance student self-esteem.
3. The SEND Department staff:
  - Provide expertise in the education of students with learning difficulties;
  - Provide expertise in the education of students with emotional and behavioural difficulties;
  - Provide care and expertise for a small number of students with physical disabilities.
  - Support students in mainstream lessons as often as is possible and/or appropriate.
4. Support teaching staff to tailor class work and homework resources for the SEND students. Close liaison between subject teachers and the SEND staff is necessary if personal resources are to be effective. A sound knowledge of the subject scheme of work is also necessary.
- 5 The SENDCo ensures that other schools or colleges to which they may transfer know our students' Special Educational Needs.
- 6 Educational provision is achieved through full integration into the mainstream school. sensitive and creative adaptation of the curriculum may be required in order to match what is taught and how it is taught to the children's aptitudes and abilities. This can be done by adopting appropriate teaching methods and resources which are sensitive to the expected pace of learning. One of our key roles is to raise the awareness of staff to these issues and support them to 'deliver' the curriculum to maximum effect. SEND staff provide a variety of experiences/activities during a course of study/session and during a lesson if possible. There are opportunities for individual and/or group activities.
7. The SEND Department has access to a wide range of resources. The following list indicates the variety of resources that we have at our disposal:
  - A range of books, materials and tasks to suit students of differing abilities;
  - A range of ICT facilities including, spell-checkers and laptop computers (see ICT policy);
  - An appropriately stocked Special Educational Needs resource base;
  - Library provision which reflects the needs of students with Special Educational Needs
  - An appropriately resourced return to learn base.
  - Specialised equipment, tables and chairs in certain rooms
  - Access to alternative education resources

## **APPENDIX 2: Identification, Assessment and Monitoring arrangements.**

The school follows the graduated approach outlined in the Revised Code of Practice, in identifying students with SEND.

Early identification, assessment, provision planning and review for any SEND Child are very important for the following reasons:

- It can minimise the difficulties that can be encountered when intervention and provision occur;
- It can maximise the likely positive response and outcome for the child;
- It can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected;
- Early engagement of external agencies may be more successful.

The process of identification normally starts through liaison with our Primary feeder schools. The SENDCo visits our feeder schools to meet prospective students and teachers during the academic year prior to commencement. On entering this school all Year 7 students are tested to identify those who are most able and talented, those who require some support and those who require intensive help. Students are given a reading test, spelling test a numeracy test and Cognitive Ability Test. There is also a system of teacher observation. Identification of students needing support will be largely based on the results of these tests.

Specific requests for support are also considered from various sources including parents, teachers etc. A Teacher/TA or a Learning Mentor may refer a student to the SEND team, because that student is not making progress. Some students may personally request support and the school endeavors to assess, identify and intervene as far as is possible.

In response to assessment, referrals or observations, students may be tested further. This may result in the student being included on the SEND register and an ILP agreed.

A range of tests are used:-

- WRAT reading and spelling
- British vocabulary picture scale (BPVS)
- LASS (computer assessment)
- Diagnostic reading analysis (DRA)
- Single word spelling test (SWST)
- Suffolk sentence completion test
- NFER non-verbal assessment
- Digit span – memory test
- DASH free writing assessment
- NFER Emotional literacy assessment
- Boxall Profile
- CTOPP – Processing speed
- TOWRE – Decoding

### **APPENDIX 3: SEND or Additional Needs Register**

The school's core curriculum is inclusive and differentiated and thereby allows most students to achieve their potential without additional support, i.e. the curriculum is based on the principles of:

- Setting suitable learning challenges;
- Responding to students' diverse learning needs;
- Overcoming potential barriers to learning.

However, there are sometimes circumstances in which some additional/different action is needed, if students with special educational needs are to make adequate progress. In all cases, there are decisions to make about what resources, targets and actions are most appropriate to the needs of the child. The school and LA must ensure that the resources that they have at their disposal are being used effectively and efficiently to meet the needs of *all* students.

This process of identification recognises that there is a continuum of Special Educational Needs and that the needs of the majority of SEND students can be met by Wave 1 Quality First Teaching in the classroom. This will include differentiated resources and lessons and possibly classroom support. Many of these students may have been coded as SEND under the previous Code of Practice and are known to the support team. Therefore, these students are monitored closely to ensure they are making good progress.

#### **SEND support**

Students are added to the SEND Register at code **SEND support (K)** when they require ongoing or regular Wave 2 support provision, or Wave 3 intervention from outside agencies and other specialists. An Individual Learning Plan (ILP) is drawn up, outlining needs and support strategies in place. This is shared with the student, parents/guardians/carers and teaching staff. Some of these students may be also be classed as High Need, according to Somerset LA criteria and additional Funding can be requested.

#### **Education, Health & Care Plan**

Students who do not make expected progress at SEND Support, or who have additional complex needs, may become subject to an Education, Health and Care Plan (EHC Plan). A referral is made to the local authority, by school, parents or a health or social care provider, for a Statutory Assessment. The local authority gathers information and makes the decision whether to issue an EHC Plan. This document outlines a young person's needs, provision and expected outcomes and is available for a young person from 0-25 years of age. The EHC Plan places a statutory responsibility upon the LA and the school to meet the young person's needs.

The EHC Plan replaces the old-style SEND Statement. Transition from Statement to EHC Plan takes place at key-stage points (KS 1-5). All Statements must be transferred to new style EHC Plans by March 2018.

## **APPENDIX 4: Education Plans**

All Education plans listed below are stored in the staff shared drive. They are linked as documents to SIMS for each child and also available for all staff through the school intranet.

### **Individual Learning Plan (ILP)**

At SEND support each child should have an ILP. This is written by the SENDCo in consultation with student, parents, teachers, and Teaching Assistants. It gives information on assessments, strategies, provision and interventions. These are reviewed and updated annually

### **Learning Support Programme (LSP)**

These are managed and monitored by the Learning Mentors. When there are concerns raised about the progress a student is making and these concerns are more of a behavioural or attendance nature, then the Learning Mentor, in conjunction with the HOF's and tutor will meet with the student and parents to set up a Learning Support Programme. The LSP sets clear targets which the student works towards, with information for class teachers. It is reviewed with parents six weekly.

### **Pastoral Support Programme (PSP)**

These are generated when there is significant intervention for behaviour, attendance, when a student has had two fixed term exclusions or when they are felt to be at risk of permanent exclusion. All students at this stage are raised for discussion at School Consultation meetings, the PSP is run by a member of SLT.

### **Personal Education Plan (PEP)**

Generated in liaison with the LA for children looked after (CLA). This plan is set up in consultation with Social Care and outlines current progress and expectations, establishing clear targets for development and arrangements for the effective use of the CLA student's pupil premium plus grant.

### **Medical Personal Education Plan**

These are set up for students who need support in or out of school for a temporary or permanent medical condition.

## APPENDIX 5: Curriculum

The National curriculum sets out 3 key principles for inclusion which schools should consider at all levels of curriculum planning.

- Setting suitable learning challenges.
- Responding to student's diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of students.

The National Curriculum is intended to be accessible to children with SEND although some children may have some modification of the curriculum. Schools must follow the National Curriculum but a relaxation of requirements at key stage 4 may enable secondary schools to offer a different curriculum to some students.

For students on the SEND register there may be some intervention which is additional to the National Curriculum.

### Curriculum exceptions and modifications

Students with EHC Plans may have exceptions or modifications to the National Curriculum written into part 3 of their Statements.

Head teachers have power to make temporary exceptions from the National Curriculum for any student who for example, has been ill or affected by family distress or difficulty, or adjust following a period out of school. (Section 365 of the Education Act 1996). A Head teacher may give a general or special direction to modify or dis-apply the National Curriculum for an individual student on a temporary basis and for a period of no longer than six months in the first instance. Parents have the right to ask the Head teacher to revoke this decision.

**General directions** may apply to any students including SEND students who develop temporary problems, which it would not be appropriate to reflect in an EHC Plan. With a general direction there is an expectation that at the end of a specified period the student will return to the National Curriculum. General directions are renewable for up to two further periods of six months.

### Examinations, national tests and assessments

All students will at some point in their education take tests, both in-school and national. Some students will be assessed as needing extra support, to enable them to participate fully. Special arrangements are focused on the assessment needs of the individual student. Arrangements may need to be made for students with EHC Plans or undergoing a statutory assessment; those who are receiving additional help at SEND Support and students whose disability or emotional, social or behavioural difficulties makes them unable to sit and work at the test for a sustained length of time. As special arrangements cannot be given retrospectively careful thought and planning is essential.

There may still be some students who are unable to take the tests, despite special arrangements due to e.g. chronic illness. At St Dunstan's we occasionally have students who have been dis-applied from parts of the National Curriculum for the various reasons given above, parents are always notified.

Certain students may have already had a starting assessment on P Scales. These assessments will continue through academic years 7, 8 and 9 and for some students into years 10 and 11. P Scales provide descriptions of attainment below level 1 and within levels 1 and 2 for English and Mathematics.

### Public Examinations

At the end of key stage 4 students are usually expected to sit external examinations. The awarding body agrees the special arrangements for students. Special arrangements must be approved before an examination or assessment. Special consideration is given following an examination or assessment to compensate a candidate who has a temporary illness, injury or indisposition at the time.

Candidates with an EHC Plan or at SEND Support do not automatically qualify for special arrangements, but the annual review prior to examinations should consider whether exam concessions should be applied for.

Special arrangements may be given in these four areas as identified by the Code: -

- **Communication and Interaction** - in relation to written communication, the use of word processors/amanuenses; oral communication where exemption might be appropriate.
- **Cognition and Learning** - dealing with learning difficulties of different types where candidates may be eligible for reading/writing assistance.

- **Sensory and Physical needs** – could include arrangements appropriate for candidates with physical disabilities, visual and learning impairment but, also candidates with long term medical conditions such as M.E. or glandular fever.
- **Social, Emotional and Mental Health Needs** - includes candidates with emotional and behavioural difficulties, Asperger's Syndrome, psychiatric disorders where supervised rest periods, separate invigilation or alternative accommodation arrangements might be appropriate.

The applications for exam concessions are made online, after evidence has been collected. Special consideration may be made after the exam if a candidate is affected by circumstances beyond his/her control, e.g. Illness, accident, bereavement. Many students now opt for using laptops in class and in examinations as a normal way of working.

## **APPENDIX 6: Criteria for evaluating the success of the school's SEND policy**

The objectives of the school's SEND policy are a basis for its evaluation. This is to include the results of annual literacy/numeracy testing of SEND students in years 7-9 together with the performance indicators for all students in years 9 and 11.

The school will gather information on:

- Test results.
- The number and range of concerns referred by staff.
- The response to parental/carer requests.
- The number of student reviews successfully completed.
- The number of ILPs written.
- Improvements in student performances, especially literacy and numeracy.
- Examination results.
- Attendance numbers.
- The use and deployment of staff and resources.
- The number of INSET sessions run by department/school.
- The perceptions of students, parents and external agencies.
- The number of students whose needs are being met and no longer appear on the special education needs register.
- Progress of all students particularly in terms of Narrowing the Gap

### **Arrangements for considering complaints about SEND provision**

Parents do have avenues of redress if they are not satisfied with the way their son/daughter is being treated, the school aims to respond promptly to concerns raised. A record will be kept of all formal complaints.

- Contact the SENDCO informally to try to sort out the problem in a mutually agreeable way
- Parents may contact the Head teacher and request a meeting
- If these meetings are unable to solve a problem satisfactorily, parents should contact the chairperson of governors (name and address supplied via the schools office). The chairperson will investigate or ask the SEND Governor to investigate the complaint on his/her behalf and then call a meeting with the parents. Parents may also appeal to the governing body if they are unhappy about a curriculum disapplication. Parents may then refer to the LA who must provide independent personnel to help resolve the dispute

## **APPENDIX 7: Accommodation, staffing and Intervention**

1. St Dunstan's SEND department is situated on the ground floor of the main school block. It is called the Student Support Centre and consists of a large classroom, with three smaller intervention rooms. The SENDCo's office/meeting room is situated next door to the SSC. There is also a literacy intervention room next to SSC.
2. The team consists of SENDCo, 2 Higher Level Teaching Assistants, 2 Learning Mentors and 4 Teaching Assistants (see list at end of this appendix).
3. Support and intervention is based on the 3-Wave model as described in Appendix 3 above. Wave 2 intervention often involves a student being withdrawn from a mainstream lesson for 1:1 or small-group intervention. The intervention on offer at St. Dunstan's may include:
  - Read, Write Inc – literacy support programme
  - Literacy support
  - Numeracy support
  - Physiotherapy support
  - Social skills groups
  - Forest school
  - Speech and Language support
  - Link with Avalon Special School
  - Extended work experience
  - SEAL
  - Emotional Literacy

### **Continuing Professional Development.**

Within the SEND department the teaching assistants attend a wide range of courses and attend internal INSET:

- SAIL training (teaching literacy)
- Internal training on developing resources, writing ILPs and the new Code of Practice
- HLTA training
- Level 1 numeracy and literacy
- Attachment Disorder training

SENDCo - Wendy Lewis

HLTA - Mary Pallister & Lesley Hale

Learning Mentors – Caroline Ripper, Harriet Chinnock

Teaching Assistants – Janet Fellows, Cath Gray, Mandy Perrott (temporary appointment), Steffi Watts

## **APPENDIX 8: Links and Liaison**

### **External Support Services**

There is regular liaison with a wide range of external support services or independent providers:

- Educational Psychology Service
- Permanently Excluded and Vulnerable Pupils (PEVP)
- Learning Support Services (LSS)
- Autism Support Service
- PFSA
- Social Care
- Speech and Language (SALT)
- English as an Additional Language support
- Youth Offending Team (YOT)
- Youth Inclusion Support (YISP)
- CAMHS
- Physiotherapy Service
- Community Nurse Service
- Education Attendance / Educational Welfare Service
- Physical and Medical support service (PIMS)
- Advisory Teacher for Gifted and Talented
- Hearing Support Services
- Visual Impairment Service
- Hospital Services
- Avalon School
- Local FE Colleges
- Local primary feeder schools
- Restorative Justice
- Occupational Therapy Service

### **The role of parents/guardians/carers of students with Special Education needs**

While the school always looks to work in partnership with parents/carers the Code of Practice now recognizes the importance of this relationship. Parents play an active and valued role in their child's education and it is imperative that school and parents/carers communicate effectively to help in the development of the child. The new Code recommends a minimum of 3 meetings per year. These are provided via the annual ILP review meeting or EHC Plan annual review, academic review day and year-group parents evening. These dates are made explicit in the ILP. Parents/carers are encouraged to discuss the needs of their child at all times. The school tries to ensure parents have access to information, advice and support. We work with parents in a variety of ways:

- Students and parents/carers views included in the assessment and identification procedure
- Parents/carers assist teachers in helping students improve their literacy/numeracy levels
- Parents/carers are involved in monitoring the progress of their child
- Parents/carers invited into school as required to discuss any concerns regarding the progress of their child
- Parents/carers contribute to student review meetings e.g. ILP, Annual Reviews etc
- Parents/carers being informed annually in the school report on how the school is implementing the SEND policy



## St John's – SEND Procedures

SENDco Rosie Monks

Local Offer Report - <http://www.st-johnscofe.bathnes.sch.uk/our-school/inclusion-SEND-policy/>

### Introduction

St John's Primary School has a named SENDCo (Rosie Monks) who has undertaken the National Award for SEND Coordination and a named Governor responsible for SEND. They ensure that the St John's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014) and other policies current within the school.

The Special Educational Needs and Disability Code of Practice (0-25) 2014 states that:

"A child or young person has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from that made generally for others of the same age in a mainstream setting in England."

### Aims and Objectives

#### Aims

To identify children as early as possible and meet the needs of all children who require support academically, socially, emotionally or physically.

To provide all children with equality of opportunity in all aspects of school life.

To raise aspirations of and expectations for all pupils with SEND.

#### Objectives

To identify and provide for pupils who have special educational needs.

To work within the guidance provided in the SEND Code of Practice, 2014.

To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.

To provide a Special Educational Needs Co-ordinator (SENDCo) who will work within the SEND policy.

To provide support and advice for all staff working with pupils with special educational needs.

### Identifying Special Educational Needs

Section 6 of the SEND Code of Practice sets out four broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; sensory and/or Physical Needs. A child may have needs in any one or a combination of these areas. SEND in some children can be identified at an early age but for others the difficulties become more apparent as they develop. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At St John's the needs of the whole child are considered not just the special educational needs of the child. It is the responsibility of the class teacher to provide quality first teaching for all pupils. A pupil is only identified as having SEND if they do not make adequate progress once they have received planned interventions and adjustments and good quality personalised teaching.

### Managing Pupils on the SEND register

Pupils with SEND are assessed and reviewed in line with the school 'Assess, Plan, Do Review' procedures. In addition to this, the SENDCo meets formally with each class teacher three times a year to monitor progress and provision. At this time, Support Plans, Class Provision Maps and One Page Profiles are reviewed and updated accordingly. The setting of new targets is the responsibility of the class teacher alongside the SENDCo, pupil and parent.

Provision may be in the form of support from a Teaching Assistant, SENDCo or one of the Outside Agencies such as Speech and Language, Occupational Therapist or Educational Psychologist. The engagement of specialist services is managed by the SENDCo and all referral forms, reports and correspondence are held centrally on the School's Google Drive. In some circumstances additional funding and support are needed over and above that which the school can provide from within its own budget. In this event, the SENDCo, working closely with the family and Outside Agencies, will apply to the Local Authority to request a statutory assessment. This may or may not lead to an Education, Health and Care Plan being awarded. In addition to the normal school SEND review procedures, an Education, Health and Care Plan is reviewed annually and reports from this meeting are sent to the Local Authority.

### Exiting the SEND register

As part of the 'Assess, Plan, Do, Review' process, it may be deemed that a pupil no longer needs additional support and at this point they will be taken off the SEND register but their progress and attainment will continue to be closely monitored.

### **Involvement of parents**

Partnership with parents plays a key role in enabling pupils with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. The school keeps the parents fully informed and involved at all stages of the special needs process, taking account of their wishes, feelings and knowledge.

We encourage parents to make an active contribution to their child's education and meet with them at least three times a year to share and discuss the progress of their child. We inform parents of any outside intervention and share the process of decision making by providing clear information relating to the education of their child. Should parents have any queries or concerns they are encouraged to make an appointment to speak to the class teacher and/or SENDCo.

The school SEND Information Report is accessed through the school website <http://www.st-johnscofe.bathnes.sch.uk/Our-School/Inclusion-at-St-Johns/>. The Bath and North East Somerset SEND Local Offer is available for all parents on [www.bathnes.gov.uk/localoffer](http://www.bathnes.gov.uk/localoffer).

### **Involvement of Pupils**

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like, Pupils are encouraged to contribute to the assessment of their needs, target setting and the review and transition process.

### **Roles and Responsibilities**

Provision for children with special educational needs is a matter for the whole school. The governing body, head teacher, SENDCo and all other members for staff, particularly class teachers and teaching assistants, have important day to day responsibilities. All teachers are teachers of children with special educational needs.

#### **The SENDCo has the responsibility:**

- For the day to day operation of the school's SEND policy.
- To liaise with, support and advise colleagues in the assessment and identification of children with special educational needs.
- To coordinate appropriate provision for children with special educational needs including the effectiveness of resources.
- To work with colleagues to encourage differentiation of task and outcome within curriculum activities.
- To provide, in consultation with class teachers, individual, small groups and in class support for children with special educational needs.
- To liaise, or arrange contact between primary or secondary schools before, at and beyond the point of transfer.
- To oversee the records of all pupils with special educational needs.
- To liaise with parents of children with special educational needs, providing information about support available for children with special educational needs in school, from the Local Authority and voluntary organisations.
- To liaise with external agencies.
- To assist in identifying, arranging and contributing to the in-service training of staff.
- To contribute to and develop collaboration between schools within the local network on all aspects of special educational needs.
- To liaise with teaching assistants and learning support assistants and ensure that they are all fully aware of the schools procedures for identifying, assessing and making provision for pupils with special educational needs.
- To liaise with the governing body as necessary, through the nominated SEND Governor.
- To coordinate provision for looked after children.

#### **The SEND Governor has the responsibility:**

- To take a particular interest in and closely monitor the school's work on behalf of children with special educational needs.
- To meet regularly with the SENDCo.

#### **The Governing Body has the responsibility:**

- To do their best to ensure that the necessary provision is made for a pupil who has special educational needs.
- To ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- To consult the Local Authority and the governing bodies of other schools when it seems to them necessary or desirable in the interests of coordinated special educational provision in the area as a whole.
- To report annually to parents on the school's policy for pupils with special educational needs.
- To ensure that the pupils join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the special education needs provision, the efficient education of the pupils with whom they are being educated and the efficient use of resources.
- To have regard to the Code of Practice (2014) when carrying out their duties toward all pupils with special educational needs.
- To ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

### **Training and Resources**

In order to maintain and develop the quality of teaching and provision in responding to the strengths and the needs of all pupils, all staff are encouraged to undertake training and development in the area of SEND. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The Governors provide, from the school's budget, the funds to facilitate a range of SEND resources including:-

- A designated SENDCo/Inclusion Manager who is non class based.
- A team of Teaching Assistants
- Membership of the Fosse Way School SEND Network which provides termly Network meetings for the SENDCo, ongoing professional support, staff training and access to the Network resource base.
- A range of specialist resources for pupils and staff to use.

### **Safeguarding pupils with special educational needs or disabilities**

Those pupils with special educational needs or disabilities may be more at risk of abuse than their peers. The school works closely with these pupils and families and listens to the pupils themselves through the process for formulation and regular review of additional support plans and child centered one page profiles. Particular attention is given to those who may struggle to communicate with adults. See Child Protection and Safeguarding policy.

### **Dealing with Complaints**

The procedures for dealing with complaints are set out in the 'Complaints Procedure and Policy' document. In addition to this, if parents require further support or information they may contact the Family Information Service.



## St Julian's – SEND Procedures

SENDco- Mrs Ceri Mapstone

Local Offer Report - [http://www.stjuliansprimary.co.uk/website/special\\_educational\\_needs\\_disability\\_inclusion/390956](http://www.stjuliansprimary.co.uk/website/special_educational_needs_disability_inclusion/390956)

### Rationale

The staff and governors at St Julian's Church School believe that all children are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

We will use our best endeavours to make sure a child with SEND gets the support they need whilst also engaging in the activities of the school alongside children who do not have SEND.

A child has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age;
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area or the local authority

Special educational provision is the provision which is additional to, or otherwise different from the provision made generally for children of the child's age.

### Aims

- To promote the early identification of children's individual needs
- To meet those needs, be they social, emotional, academic or physical
- To provide all children with an equality of opportunity so far as is reasonably and practically possible, so that they can engage in all aspects of school life
- To ensure that all children feel valued as part of our community
- To involve and consult parents at every stage of the process

### Roles and Responsibilities

#### Teaching staff will:

- Identify, through their daily practices those children who are not achieving or behaving as expected
- Produce a Single Support Plan (SSP) in consultation with the SENDCO
- Implement and review strategies as set out in the SSP
- Liaise with parents and the child, regarding the strategies used and support being given
- Ensure that due regard is taken to the range of needs within their class and plan learning opportunities so that all children can be encouraged to participate
- Attend meetings regarding individual children
- Deal with all children individually and maintain confidentiality at all times

#### The SENDCO will:

- Oversee the day-to-day operation of the school's SEND policy
- Maintain the SEND register and ensure all records are in place and kept securely
- Co-ordinate support and liaise with outside agencies, ensuring that children receive their entitlement
- Carry out Annual Review meetings and all reporting/paperwork as needed
- Ensure that all children receive the necessary provision to support their needs
- Organise Teaching Assistant timetables, in consultation with class teachers and the Head teacher, in order to meet children's needs
- Ensure that parents are notified when their child is placed on the SEND register and liaise with parents, where needed, to support the class teacher
- Attend training and SENDCO network meetings, to keep up to date with latest developments in the subject
- Lead INSET/training for staff and disseminate information

#### The Head teacher will:

- Appoint a SENDCO

- Liaise with the SENDCO to ensure all procedures regarding SEND provision and practice are carried out fully
- Keep the governing body informed of developments with SEND
- Ensure that the quality of teaching for children with SEND, and the progress made by the children, should be a core part of the school's appraisal arrangements and the school's approach to professional development for all teaching and support staff
- Use patterns and identification, both within the school and nationally to reflect on and reinforce the quality of teaching request, complete and submit an Education, Health and Care needs assessment if needed, to the LA

#### **The Governing Body will:**

- Ensure that the necessary provision is made for any child who has a special educational need
- Ensure that teachers in the school are aware of the importance of identifying, and providing for those children who have special educational needs
- Ensure that the parents are notified of a decision that their child has a special educational need
- Publish annually, reports to parents regarding SEND provision
- Nominate a specific governor who will adopt a monitoring and liaison role for SEND
- Ensure that the school's arrangements for assessing and identifying child's as having SEND are agreed as part of the Local Offer and publish these arrangements on the school's website
- Ensure that children and parents are actively involved in decision-making throughout the process

#### **Medical Conditions**

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

#### **Disabled Children**

Many children who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child requires special educational provision they will also be covered by the SEND definition.

#### **Curriculum**

All children will have access to a broad and balanced curriculum. Teachers will set high expectations for every child, whatever their prior attainment. Targets will be deliberately ambitious. Potential areas of difficulty will be identified and addressed.

#### **Identification, Assessment and Provision**

If a child has an identified special educational need when they start at St Julian's Church School the first response will be high quality teaching targeted at the child's area of weakness. Where progress continues to be less than expected, the Headteacher, SENDCO and class teacher will:

- Use information arising from the child's previous setting to provide a starting point for the curricular development of the child
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within class
- Assess the child to allow him/her to show what they know, understand what they can do, as well as identifying any learning difficulties
- Ensure that assessments and observations provide regular feedback to teachers and parents about the child's achievements and experiences and that these outcomes form the basis for planning the next steps in the child's learning

#### **Early Identification**

At St Julian's Church School we believe in the importance of early identification. To identify children who may have a special educational need, we measure the child's progress by referring to:

- Their performance monitored by the class teacher through assessments and observations
- Their progress against objectives
- Their performance against age related expectations

- Standardised screening or assessment tools

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. Where there are concerns, an assessment will determine whether there are any casual factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

An Early Help Assessment (CAF) may be appropriate if housing, family or other domestic circumstances may be contributing to the presenting behaviour.

Slow progress and low attainment do not necessarily mean that a child has SEND. Equally; it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEND. The school will liaise closely with the Ethnic Minority and Traveller Achievement Service to ascertain whether or not a child with English as an Additional Language also has SEND.

There are four areas of need as set out in the SEND Code of Practice:

#### **Cognition and Learning Needs**

Learning difficulties cover a wide range of needs including moderate (MLD), severe (SLD) through to profound and multiple (PMLD) learning difficulties.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses conditions such as dyslexia, dyscalculia and dyspraxia.

#### **Social, Emotional and Mental Health Needs**

Children may become withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health issues. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

#### **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. The profile for each child with SLCN is different and their needs change over time.

Children with ASD, including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction. They may also have difficulties with language, communication and imagination, which can impact on how they relate to others.

#### **Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

#### **Special Education Provision at Shoscombe Church School**

Teachers are responsible and accountable for the progress and development of all the children in their class, including where children access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual child's, is the first step in responding to child's who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. We will regularly and carefully review the quality of teaching for all children, including those at risk of underachievement.

In deciding whether to make special educational provision, the teacher and SENDCO will consider all of the information gathered from within the school about the child's progress, alongside national data and expectations of progress. For higher levels of need, we have arrangements in place to draw on more specialised assessments from external agencies and professionals.

This information gathering will include an early discussion with the child and their parents. These early discussions with parents should be structured in such a way that they develop a good understanding of the child's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the child and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Where a child is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle:

## **Assess**

In identifying a child as needing SEND support the class teacher, working with the SENDCO, will carry out a clear analysis of the child's needs. This will draw on the teacher's assessment and experience of the child, their previous progress and attainment, as well as information from the school's core approach to child progress, attainment, and behaviour. It will also draw on the views and experience of parents, the child's own views and, if relevant, advice from external support services. We will take seriously any concerns raised by a parent. These will be recorded and compared to the school's own assessment and information on how the child is developing.

This assessment will be reviewed three times a year. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a child responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. The school will liaise with these professionals to help inform the assessments. Where professionals are not already working with school staff the SENDCO should contact them if the parents agree.

## **Plan**

Where it is decided to provide a child with SEND support, the school will discuss this with the parents. The teacher and the SENDCO will agree in consultation with the parent and the child the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Parents will be made aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

## **Do**

The class teacher will be responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the child. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

## **Review**

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions should be evaluated. The class teacher, working with the SENDCO, will revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child.

Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a child has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. We **will** co-operate with the local authority in the review process and, as part of the review, the local authority will require us to convene and hold annual review meetings on its behalf.

## **Involving Specialists**

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

We may involve specialists at any point to advise us on early identification of SEND and effective support and interventions. We will always involve a specialist where a child continues to make little or no progress or where they continue to work at levels substantially below those expected of children of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The child's parents will always be involved in any decision to involve specialists.

The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Where assessment indicates that support from specialist services is required, it is important that children receive it as quickly as possible. The Local Offer will set out clearly what support is available from different services and how it may be accessed.

## **The Local Offer**

The school's Local Offer includes information about:

- Who to talk to about SEND at St Julian's Church School
- Special educational provision for children at St Julian's Church School

- Arrangements for identifying and assessing children's SEND
- The admissions of disabled child's and access arrangements that are in place
- Specialist services
- Transition arrangements for children with SEND the allocation of resources

### Single Support Plan

Strategies used to enable the child to progress should be recorded within a Single Support Plan (SSP). This will include:

- Short term targets
- Teaching strategies
- Provision to be put in place
- When the plan is to be reviewed
- The outcome of the action taken

The SSP only records that which is additional to or different from the differentiated curriculum plan. The SSP focuses on two or three individual targets that match the child's needs. The SSP is discussed with the child and their parents.

### Requesting an Education, Health and Care needs assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care needs. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support.

### Partnership with parents

We **must** provide an annual report for parents on their child's progress. We will also go beyond this and provide termly reports for parents on how their child is progressing.

Where a child is receiving SEND support, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the child and the school. The class teacher will meet parents three times each year to discuss the Single Support Plan. It should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the child.

The school will ensure that it:

- recognises the personal and emotional investment of parents and be aware of their feelings;
- focuses on the child's strengths as well as areas of additional need;
- ensures that parents understand procedures, are offered support and are given documents to discuss before meetings;
- allows sufficient time to explore the parents' views and to plan effectively;

Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents of all children. They will, however, be longer than most parent-teacher meetings.

### Child participation

The views of the child should be included in these discussions. This will be through involving the child in all or part of the discussion itself, or gathering their views as part of a One Page Profile.

### Education, Health and Care Plans

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child
- provide a full description of the child's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes

EHC plans will be used to actively monitor children's progress towards their outcomes and longer term aspirations. They **must** be reviewed by the local authority as a minimum every 12 months. Reviews **must** focus on the child's progress towards achieving the outcomes specified in the EHC plan. The review **must** also consider whether these outcomes and supporting targets remain appropriate.

In most cases, reviews will normally be held at school.

The following requirements apply to reviews where a child attends school:

- The child's parents, a representative of the school, a local authority SEND Officer, a health service representative and a local authority social care representative **must** be invited and given at least two weeks' notice of the date of the meeting. Other individuals relevant to the review should also be invited.
- The school will seek advice and information about the child prior to the meeting from all parties invited, and SEND any advice and information gathered to all those invited at least two weeks before the meeting.
- The meeting must focus on the child's progress towards achieving the outcomes specified in the EHC plan, and on what changes might need to be made to the support that is provided to help them achieve those outcomes, or whether changes are needed to the outcomes themselves. Children and parents will be supported to engage fully in the review meeting.
- The school will prepare and SEND a report of the meeting to everyone invited within two weeks of the meeting. The report must set out recommendations on any amendments required to the EHC plan, and should refer to any difference between the school or other recommendations and those of others attending the meeting.

### **Publishing Information**

The governing body **will** publish information on the school's website about the implementation of the governing body's policy for children with SEND. The school's Local Offer will also link to the Local Authority's Local Offer, so that parents are aware of services that are available to support their children.

### **Monitoring and Evaluating**

The effectiveness of the policy can be assessed by analysing child progress, eliciting the views of staff, parents and child's, and reviewing the record keeping procedures. The SEND Governor will have a key role within this process, alongside the Head Teacher. The policy will be re-visited biannually



## St Mark's Secondary School – SEND Procedures

### SENDCo – Beth Rowlinson-Baker

#### Local Offer Report - <https://drive.google.com/drive/folders/1KjQIOsJPHyVgvOd6a8uBQv-ug6RIFgeV>

#### Rationale

The ethos of St Mark's School is based on Christian values. We are committed to providing an appropriate and high quality education with an inclusive curriculum to ensure that all students in our community achieve their potential.

Special Educational Needs include learning, social, emotional, physical and mental health difficulties. In some cases, the need may be of a relatively short term nature, in others long term, and in some, permanent. The emphasis at ST. Mark's School is on defining the child's Special Educational Needs, stating the most appropriate provision, and working in collaboration to put provision into place and to monitor progress.

#### Purpose

To create a well ordered, positive and supportive environment where all learners have the opportunity to flourish and succeed whatever their talents or abilities.

- To identify students with special educational needs and disabilities and ensure that their needs are met within all aspects of the school day
- To ensure that the needs of students are known to all who are likely to teach them and that all staff are able to identify and provide for those pupils who have Special Educational needs;
- To ensure the school pays due regard to the Code of Practice when carrying out its duties with students with special educational needs
- To work in partnership with parents, ensuring that they are informed of their daughter or son's special needs and that there is effective communication between school and parents
- To ensure that our students have the opportunity to express their views and are fully involved in the decisions which may affect their education
- To promote effective partnership and involve outside agencies when appropriate.

#### A Definition for SEND

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

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

- 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 or mainstream post-16 institutions" (SEND Code of Practice, 2014: xiv).

#### Responsibilities

##### Governing Body

The Governing Body ensures that the school complies with legislation related to Special Educational Needs. The Governing Body:

- Establish this policy, in consultation with the Head teacher, staff and parents, and keep it under review
- Ensure the policy is communicated to students and parents, is non-discriminatory and the expectations are clear
- Acknowledge and be aware of the SEND code of practice
- Appoint a SEND governor
- Do its best to ensure that the necessary provision is made for any student who has special educational needs
- Robustly monitor the effectiveness of this provision in terms of expected student outcomes and hold key staff to account in this regard

##### Headteacher

The Headteacher designates the SENDCO to have particular lead responsibility for this area.

- Ensures that this policy together with related procedures are implemented across the school and other external services to ensure appropriate action is taken to address identified issues
- Ensures that all staff are aware of their responsibilities and given training appropriate to their role.
- Provides sufficient funding to carry out the responsibilities for students with special educational needs.
- Ensure that the school works in partnership with the LA and other

##### SENDCO

The key responsibilities of the SENDCO include:

- Oversee the SEND / Learning Support department
- Oversee the running of the provision for students with SEND including general class, small group and individual student support
- Organise and manage the work of the school's Teaching Assistants and have overall responsibility for the performance management of TAs
- Maintain the school's SEND register and all relevant documentation
- Monitoring progress through the use of data to ensure positive outcomes for SEND students
- Liaise regularly with other members of SLT, teachers, parents and external agencies
- Ensure annual reviews for students with an Education, Health and Care Plan are completed within the statutory timeframe
- Regularly review and monitor SEND provision within the school
- Liaising with external agencies including the Local Authority support and Educational Psychology services, Speech & Language Occupational Health and Social Services Liaise with the pastoral team regarding students on the SEND register
- Liaise with the subject leads and subject teachers to ensure that the needs of SEND students are met throughout the curriculum
- Provide in-house training to meet the needs of individual members of staff and the needs of the school as part of the school CPD programme

### **Teaching Staff**

It is the responsibility of all staff to make appropriate provision for students with SEND so that they can learn and make progress at the same rate as their peers.

This includes:

- Using information in the SEND register and the strategies/training provided when planning lessons and activities to ensure that all students can access learning at all points of the lesson
- Having high expectations of students with SEND and ensuring that the work they are set is accessible and sufficiently challenging to allow them to make good progress;
- Ensuring tasks are differentiated to take account of the individual needs of students with SEND
- Monitoring the progress of students with SEND and adjust planning and differentiation where a student is not making progress in line with peers
- Working alongside TAs so that they can be fully involved in promoting the progress of students with SEND; this includes providing sufficient information so that TAs can plan ahead and to have regular discussions about the work.
- Raise concerns with the SENDCO and work collaboratively with them to address problems that arise in the classroom.

### **HLTAs and Teaching Assistants will:**

- Assist the SENDCO in the day to day running of the Student Support Centre
- Liaise in class with the teacher, supporting teaching and learning, to ensure the needs of the students are met
- Work with students 1:1 and in small groups for withdrawal work in Learning Support
- Work with the SENDCO to develop programmes of study for groups and individual students
- Work with the SENDCO to assess students and monitor provision for Code of Practice students
- Attend appropriate training to support their role

### **Parents/Guardians/Carers are responsible for:**

- Attending EHC Plan or Statement annual reviews or ILP review meetings
- Informing the SENDCO of any concerns or information regarding the students
- Supporting the school to effectively address difficulties experienced by their daughter/son

### **Schools Administration and Admissions**

The Headteacher is responsible for the admission arrangements which do not discriminate against students with special educational needs or disabilities; this policy has due regard for the guidance in the Codes of Practice which accompany the SEND and Disability and Discrimination Act 2001

In the case of a student with an EHC plan, the Local Authority has a responsibility to name the school the student should attend. However, parental voice is considered and the school will be consulted as part of the statutory process. The SENDCO, in collaboration with the Headteacher will formulate a response to the consultation.

### **Involvement of outside agencies**

The school will work positively with external agencies and to provide the necessary support and guidance to meet the identified needs of the students on the Code of Practice.

## **Additional Supporting Information**

### **Roles of the SEND department**

The SEND Department works closely with the Senior managers of the School to ensure that the curriculum:

- is balanced, i.e. it allows for and facilitates adequate development in each curricular and skill area allows for differentiation according to individual needs; thereby challenging and supporting all learners
- offers equality of opportunity and access to the different curricular and skill areas.

This entitlement curriculum is regularly reviewed to ensure that it is relevant to the Children's needs and that it is perceived as such by the children themselves and their parents.

The SEND Department offers advice and INSET (training) opportunities to subject teachers and other departments on employing differentiated teaching methods and resources, so that all students (irrespective of their gender, ethnic origin, academic ability, special needs, etc.) have equal access to the curriculum, and experience success and enjoyment in their work.

### **The SEND Department staff:**

- Provide expertise in the education of students with learning difficulties
- Provide expertise in the education of students with emotional and behavioural difficulties
- Provide care and expertise for a small number of students with physical disabilities
- Support students in mainstream lessons as often as is possible and/or appropriate.

The SENDCO ensures that other schools or colleges to which they may transfer know our students' Special Educational Needs.

Educational provision is achieved through full integration into the mainstream school. Sensitive and creative adaptation of the curriculum may be required in order to match what is taught and how it is taught to the children's aptitudes and abilities. This can be done by adopting appropriate teaching methods and resources which are Sensitive to the expected pace of learning. One of our key roles is to raise the awareness of staff to these issues and support them to deliver the curriculum to maximum effect. SEND staff provide a variety of experiences/activities during a course of study/session and during a lesson if possible. There are opportunities for individual and/or group activities.

The SEND Department has access to a wide range of resources. The following list indicates the variety of resources that we have at our disposal:

- A range of books, materials and tasks to suit students of differing abilities;
- A range of ICT facilities including, spell-checkers and laptop computers (see ICT policy);
- An appropriately stocked Special Educational Needs resource base;
- Library provision which reflects the needs of students with Special Educational Needs
- An appropriately resourced Learning Support Base
- Access to alternative education resources

### **Identification, Assessment and Monitoring Arrangements**

The school follows the graduated approach outlined in the Revised Code of Practice, in identifying students with SEND. Early identification, assessment, provision planning and review for any SEND Child are very important as it can maximise the likely positive response and outcome for the child. It can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected. The Early engagement of external agencies may support a rapid

The process of identification normally starts through liaison with our Primary feeder schools. The SENDCO visits our feeder schools to meet prospective students and teachers during the academic year prior to commencement. On entering this school all Year 7 students carry out Cognitive Ability Tests (CATs) as well as reading and spelling age assessments. Students with special educational needs are regularly re-assessed to track progress, in line with the graduated response to supporting learning needs as recommended in the Code of Practice (2015).

Specific requests for support are also considered from various sources including parents, teachers etc. A Teacher/TA or a Learning Mentor may refer a student to the SEND team, because that student is not making progress. Some students may personally request support and the school endeavours to assess, identify and intervene as far as is possible.

Behavioural needs are identified through referral to the Progress Leaders. SEMH needs are mainly managed by the Progress Leaders and Deputy Headteacher (Inclusion). If a student becomes 'at risk', additional support strategies, alternative curriculum or the use of Pastoral Support Plans (PSPs) may be put in place in negotiation with parents and other agencies.

The SENDCO regularly updates the SEND register, identifying students level of need and particular area of difficulty.

## **Support**

The SEND staff team, comprising of the Deputy Headteacher (inclusion)/SENDCO, Progress Leaders and experienced Teaching Assistants offer a cohesive and balanced range of support:

### **In-class support**

The TA team work alongside the classroom teacher in the classroom to support students with their learning or social needs. Support may include individual withdrawal from the group, small groups or whole-class support.

### **Small group and 1:1 withdrawal interventions**

A range of support is offered to students outside of the classroom environment. The types of interventions offered vary on an annual basis according to student needs but may include programmes to support literacy, numeracy, social needs, speech, language and communication, ASD, study skills and issues affecting social, emotional or mental health needs.

### **Differentiating resources**

An important aspect of the work of the SEND department is to liaise with subject teachers and curriculum departments to enable all students to access the learning environment appropriately. The SENDCO and TA team offer advice and support across the school to differentiate or personalise resources for student use. This ensures that all students have appropriate work and resources available to support their learning in all subjects. The SENDCO regularly audits the effectiveness of SEND support and works with departments or individuals to develop good practice and help teachers with their responsibility to deliver high quality teaching.

### **Mentoring**

Members of the SEND and behaviour support team may provide mentoring for individual students who need 1:1 support for a specific difficulty which they are facing in or out of school. Students may be assigned a mentor to meet on a regular basis. If necessary, the school may involve an appropriate external professional counsellor to support a specific need.

### **Lunchtime Support**

Orchard Lodge is staffed at lunchtimes to create a calm environment for students with SEND at KS3 to do homework, play games and eat their lunch, chat and build friendships. High expectations of behaviour and mutual respect are maintained.

### **Additional support for exams**

Some students with identified educational needs are entitled to special access arrangement for all their public examinations. Support may include use of a separate room, a reader, extra time, supervised rest-breaks, use of a prompt, word processor or a scribe.

Students are assessed and appropriate support is put in place for GCSE or equivalent exams at KS4. Teaching Assistants support students with special educational needs who are entitled to special arrangements for their public examinations

### **School trips & educational visits**

The TA team often accompany students on trips or visits, either acting as an additional member of staff or to provide specific support for students with special educational needs. Encouraging all students to participate in trips and visits is an important part of the school's inclusive ethos.

### **Transition**

The school has a well-established and successful transition programme for students with special educational needs.

Those students identified by primary schools as needing additional transition support, participate in a transition programme tailored to their needs which may include additional visits to the school prior to the September they start and small group transition support during terms 1 and 2. This work is coordinated by the Deputy Headteacher (inclusion)/SENDCO and progress leaders.

Additional visits to the school to meet key staff or to become familiar with the routines and layout of the school can be arranged with the SENDCO during the summer term. This is done in liaison with the primary school and the parents and is tailored to meet the individual needs of the student.

All parents of year 6 students are invited to a parents' evening at the school and parents of year 6 students with special educational needs are invited to meet the SENDCO as part of this evening. This provides an opportunity to discuss any individual concerns.

There are opportunities for parents of students with SEND to meet with the SENDCO to plan effective transition and review provision as students with SEND move between key stage 3 and key stage 4 and between key stage 4 and post 16 study or employment.

### **External Professional Agencies**

The SEND Department works closely with a wide range of external professionals. Most of these agencies form part of the B&NES local authority Children's Service or Primary Care Trust. As St. Mark's School has Academy status, the school may commission the services of a range of independent support agencies as appropriate.

The SENDCO has regular contact with the following agencies:

#### **B&NES Local Authority services**

- Educational Psychology Service
- Hospital Education & Re-integration Service
- Social Care Services
- Looked After Children Support Team & Virtual School for LAC
- Specialist Family Intervention Service
- Compass Project
- Mentoring Plus
- Connecting Families
- Integrated Working Team

#### **Primary Care Trust (Health Authority services)**

- Child and Adolescent Mental Health Service (CAMHS)
- Sensory Impairment Team
- Speech & Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Service
- Community School Nurse Health
- Promotion Service

#### **Other services**

- Education Welfare Services (South West) Ltd
- Off The Record
- Independent counselling services
- Children Unlimited – Occupational Therapy support service
- ASDSS (ASD Support Service)



## St Mary's Primary School - SEND Procedures

SENDCo – Claire Brewer

**Local Offer Report** - <http://stmarystimsbury.co.uk/our-school/school-offer-for-send/>

### Policy Statement

We believe that every child is unique and valued. We aim to provide an environment in which all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. We are committed to providing an education with aspirational outcomes, which enables all pupils to make progress, become confident individuals living life in all its fullness (John 10,10)

### In our school our Christian vision shapes all we do:

“Mary treasured up all these things and pondered them in her heart”

Like St Mary we are a warm, nurturing safe place for the children who attend our school.

We are an inclusive school that welcomes children of all faiths and none. We celebrate difference and diversity, and all individuals are valued.

We seek to inspire a lifelong love of learning, through nurturing all abilities, enabling every student to prosper and fulfil their potential.

We are at the heart of Timsbury village, serving local families, but we also reach out to collaborate with our partners in the wider educational community.

We are proud we share our patron saint with our parish church and we have an excellent relationship with our church.

This is a school that cares passionately about our environment, protecting God's creation, and all decisions we make are made with that in mind.

In addition we aim to promote positive well-being strategies for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

### Scope

This policy was developed in consultation with parents and families and shared with key stakeholders reflecting the SEND Code of Practice 0-25 guidance. This policy is intended as guidance for all staff including non-teaching staff and governors.

### This policy aims to:

- Promote a positive attitude towards SEND provision
- Increase understanding and awareness of SEND and promote school expertise
- Ensure the voice of the child is heard and their views are listened to
- Support parents in accessing support and working in effective partnerships
- Promote partnership working with all relevant agencies and settings
- Provide support to staff to ensure pupil's needs are appropriately met
- Ensure we are compliant with national legislation
- Ensure there is clarity about roles and responsibilities
- Provide the statutory SEND Report Information

### Legislation and Guidance

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

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report
- Academies, including free schools, if applicable, add/amend: This policy also complies with our funding agreement and articles of association.

## **What are 'Special Educational needs or Disability' (SEND)**

At our school we use the definition for SEND from the SEND Code of Practice (2014) which states:

SEND: A child or young person 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 learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010; that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

### **Lead Members of Staff**

Whilst all staff have a responsibility to meet the needs of pupils, staff with a specific, relevant remit include:

Head of School: Mark Cox

SENDSCO: Claire Brewer

Thrive Practitioners: Janice Purnell and Pascale Beck

### **Roles and Responsibilities**

The SENDSCO will:

- Work with the Head of School and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head of School and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date and effectively manage the transition of records to new schools and from previous schools to ensure continuity for the child and their parents.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Head of School and SENDSCO to determine the strategic development of the SEND policy and provision in the school

The Head of School will:

- Work with the SENDSCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching 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 SENDSCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

### **SEND Provision**

Our school currently offers additional or different provision for a range of needs including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

#### SEND Information

The references below indicate the section of the statutory 'Special Educational Needs and Disability Regulations 2014, Regulation 51, SEND Information Report, Schedule 1'

The kinds of special educational needs for which provision is made at the school (Schedule 1:1)

Children and young people with SEND have different needs but the general presumption is that all with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the admission policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHCP unless:

- It would be unsuitable for the age, ability, aptitude or SEND of the child, or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their response very carefully before a final decision is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (Personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

All records for a child with SEND will be passed on to the child's new school and will be requested from a previous school.

How does our school know if children need extra help? (Schedule 1: 2)

We know children need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Assessment / Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- A pupil asks for help.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need.

What should a parent do if it thinks their child may have special educational needs? (Schedule 1:2 and 4)

- If parents have concerns relating to their child's learning then they should initially discuss these with the child's teacher. This then may result in a referral to the school Special Educational Needs & Disabilities Coordinator (SENDCo).
- Parents may also contact the SENDCo or the Head of School directly if they feel this is more appropriate. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will the school support a child with SEND? (Schedule 1:2, 3, 6, 9 and 10)

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- A one page profile / IEP (Individual Education Plan) will be created to support children at SEND support level
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:
  - Classroom observation by the Senior leadership team, the SENDCo, external verifiers
  - Ongoing assessments of progress made by pupils with SEND
  - Work sampling and scrutiny of planning to ensure effecting matching of work to pupils need
  - Teacher meetings with the SENDCo and SEND team to provide advice and guidance on meeting with needs of pupils with SEND

- Pupil and parent feedback on the quality and effectiveness of interventions provided
- Attendance and behaviour records
- All pupils have individual targets set inline with national outcomes to ensure ambition. Parents are informed of these through meetings and reports.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels or progress are identified very quickly. These pupils are then discussed in regular progress meetings that take place between the class teacher and a member of the Senior Leadership Team and if appropriate, the pupil too.
- Additional action to increase the rate of progress will be then identified and recorded, that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates of progress, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve progress.
- Action relating to SEND support will follow an asses, plan and do and review model:

**Assess:** Data on the pupil held by the school will be collated in order to make an accurate assessment of the pupil's needs. Parents will always be invited to contribute to this early discussion to support the identification of action to improve outcomes.

**Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the subject teacher with advice from the SENDCo.

**Do:** SEND support will be recorded on a plan that will identify a clear set of expectations, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

**Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies after parental permission has been obtained and may include referral to:
  - Specialists in other schools, e.g. teaching schools, special schools
  - Special Educational Needs 0-25 Team
  - MASH
  - Communication and Interaction Team
  - Hearing Impairment team
  - Visual Impairment team
  - Educational Psychologist Service
  - Educational Welfare Officers
  - Health professionals
  - Social Services
  - School Nurse
  - Child & Adolescent Mental Health Service
- In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.
- For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

How will the curriculum be matched to each child's needs? (Schedule 1:3)

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENDCo and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialist equipment or resources such as ICT and/or additional adult help.

How will parents know how their child is doing? (Schedule 1: 7)

- Attainments towards the identified outcomes will be shared with parents at Parents Evenings and also through the normal school reporting system.
- Parents and school staff may also make use of a home-school book to communicate with one another on a more regular basis, and telephone or email conversations may take place.

- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, SENDCo, or a member of the Senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.
- They can be contacted by telephoning or by emailing the school office.

How will parents be helped to support their child's learning? (Schedule 1: 7)

- Please look at the school website. It includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.
- The class teacher or SENDCo may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised by letter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENDCo who will locate information and guidance for you in this area.

What support will there be for children's overall well-being? (Schedule 1: 3)

The school offers a wide variety of pastoral support for pupils. These include:

- A Personal, Social, Health and Emotional (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Our Mental health and Well-Being policy outlines further provision for pupils on a whole school, group and individual level.
- Small group interventions to support pupil's well-being are delivered to target pupils and groups. These are identified on the provision maps and aim to support improved interaction skills, emotional resilience and well-being.

Support for pupils with medical needs (Statutory duty under the Children and Families Act)

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse, parents and if appropriate, the pupils themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting Pupils at School with Medical Conditions (DfE) 2014.

What training do the staff supporting children and young people with SEND undertake?

School staff receive a range of training each year including, whole school SEND awareness training, communication and interaction training, small group workshops on the four areas of need and individual lunchtime workshops for staff involved with individual children.

How will a child be included in activities outside the classroom including school trips? (Schedule 1: 3)

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that, where possible, no child with SEND is excluded from any school provided activity.

How accessible is the school environments? (Schedule 1: 3)

Our Accessibility Plan (statutory requirement) is available on our school website.

- All areas of the school are accessible, using portable ramps
- Disabled parking is available at the front of the school
- There is one disabled toilet within the school
- There is a chair lift to access the upstairs classroom

How will the school support a child when joining or transferring to a new school? (Schedule 1:12)

A number of strategies are in place to enable effective pupils' transition. These include:

- For pupils with SEND the annual review for pupils with a statement of educational need an EHCP begins the process where parents are supported to make decisions regarding school choice.
- The SENDCo and/or Assistant SENDCo will visit all major feeder settings to collect relevant data and information about the pupils and meet Early Years / School SENDCos. This information may be collected from smaller settings by telephone.
- A planned transition programme is delivered in the summer term to support transfer for pupils starting school in September. The transition programme provides a number of opportunities for pupils and parents to meet staff in the new school and there is an induction programme in September. These opportunities are further enhanced for pupils with SEND, including the opportunity for additional visits to the school. Mid-year entry will also include a transition programme.

- The SENDCo or Assistant SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be prepared prior to entry.
- The previous school records, including SEND records will be requested.
- The records of pupils who leave the school mid-phase will be transferred within ten working days of the parents notifying their child has been enrolled at another school.

How are school resources allocated and matched to children's special educational needs? (Schedule 1: 6)

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority, adopted or whose parents are in the Armed Services.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation.

How is the decision made about how much support each child will receive? (Schedule 1:7)

- For pupils with SEND but without a statement of educational need/EHCP, the decision regarding the support provided will be taken by the SENDCo and Assistant SENDCo.
- For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review meeting.

How will parents be involved in discussions about and planning for their child's education?

(Schedule 1:7)

This will be through:

- discussions with the Class Teacher, SENDCo or Senior Leadership Team member
- during parents evenings
- meetings with support and external agencies

Who can parents contact for further information or if they have any concerns? (Schedule 1:9)

If parents wish to discuss their child's special educational needs or are unhappy about any issues regarding the school's response to meeting their needs please contact the following:

- The Class teacher
- The SENDCo
- The Head of School

For complaints, please follow the school's Complaints procedure. The School Governor with responsibility for SEND is Mrs Emma Sage. They can be contacted by telephoning the school office who will get a message to them or by emailing the school office to request that the SEND governor contacts them.

Support services for parents of pupils with SEND include: (Schedule 1:8)

- Our local authority offer legally based and easily accessible impartial and confidential information and advice about special educational needs and disabilities (SEND)
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located at <https://www.ipsea.org.uk/mediation>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available at <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

### Policy Review

This policy will be reviewed every year. It is next due for review in January 2021. Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis. If you have a question or suggestion about improving this policy, this should be addressed to

Claire Brewer via phone 01761 470245 or email [schooloffice@st-marystimbsbury.bathnes.sch.uk](mailto:schooloffice@st-marystimbsbury.bathnes.sch.uk)

This policy will always be immediately updated to reflect personnel changes.

Other relevant documents:

School Vision and Values  
School Accessibility Plan  
School Policy - Safeguarding Policy  
School Policy - Mental health and Well-Being Policy  
School Policy - Behaviour Policy  
School Policy – SEND Local Offer  
Curriculum School Policies  
DfE – Special Educational Needs and Disability Code of practice: 0 to 25 years – Statutory  
Guidance  
DfE – Schools: Guide to the 0 to25 SEND Code of Practice



# Trinity Church School – SEND Procedure

**SENDco: Claire Hurley**

**Local Offer Report** - <https://www.trinitychurchschool.com/school-office/sen-and-inclusion.htm>

## 1. Introduction

1.1 This policy is a statement of the aims, principles and strategies to ensure the effective and efficient provision for the children with Special Educational Needs at Trinity Church School. LA guidelines and DFE Code of Practice 2014 have been taken into consideration in the formulation of this policy

1.2 This document provides a framework for the identification of and provision for children with Special Educational Needs at Trinity Church School. It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision and committed to the agreed strategies.

## 2. Principles

2.1 We believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential.

2.2 We use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014):

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

## 3. What are Special Educational Needs?

3.1 As defined in the Code of Practice (September 2014) children have Special Educational Needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. For children aged two or more, special educational provision is educational or training provision that is addition to or different from that made generally for other children or young people of the same age by mainstream schools.

3.2 Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than most children of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools

### 3.3 Disabled Children

Under the Equality Act 2010, children may have a disability that is “a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”. This includes:

- Sensory impairments
- Long term health conditions (e.g. asthma, diabetes, epilepsy, cancer)
- A condition that is a year or more and more than minor or trivial.
- Special educational provision may be necessary without the child necessarily having SEND.

## 4. Aims and Objectives

Inclusion	<ul style="list-style-type: none"> <li>• The school meets the needs of all pupils, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances</li> <li>• To be an inclusive school that meets the diverse needs of pupils so that children have equal access to succeeding.</li> <li>• To ensure that these children are fully included in all aspects of the school.</li> </ul>
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Curriculum	<ul style="list-style-type: none"> <li>To provide a broad, balanced and suitably differentiated curriculum that is relevant to children's individual needs and aspirations.</li> <li>To show an understanding that supporting difficulties in Learning and/or behaviour is part of high-quality mainstream education</li> </ul>
Aspirations	<ul style="list-style-type: none"> <li>To promote self-worth and enthusiasm by encouraging independent learning at all ages.</li> <li>To be aware that every child is entitled to a Sense of achievement.</li> </ul>
Identification	<ul style="list-style-type: none"> <li>To identify at the earliest opportunity all children who need special provision to support their learning and educational development.</li> <li>To be aware that any pupil at some time during their education may have special educational needs.</li> <li>To identify children who will need extra resources/provision within their school career.</li> </ul>
Assessment and Monitoring	<ul style="list-style-type: none"> <li>To regularly monitor, review and assess the needs and suitability of provision for children with special educational needs.</li> <li>To request, monitor and respond to parents and pupils' views in order to evidence high levels of confidence and partnership.</li> </ul>
Working in partnership	<ul style="list-style-type: none"> <li>To work in partnership with the child's parents and other external agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.</li> <li>To involve parents and pupils in developing a partnership of support.</li> </ul>

## 5. Roles and Responsibilities:

SENDCo	<p>Clair Hurley</p> <p>The SENDCo is responsible for:</p> <ul style="list-style-type: none"> <li>Daily implementation of the SEND Policy</li> <li>coordinating provision for children with SEND</li> <li>liaising with and advising staff on SEND issues</li> <li>updating the SEND provision maps</li> <li>overseeing records of SEND pupils</li> <li>contributing to the in-service training of staff</li> <li>liaising with parents and external agencies and transfer schools</li> <li>managing Teaching Assistants</li> <li>coordinating and developing school-based strategies for the identification and review of children with SEND</li> <li>monitoring progress of children on the SEND register</li> </ul>
SEND Governor	<p>Jen Hird</p> <p>On behalf of the governors is responsible for:</p> <ul style="list-style-type: none"> <li>monitoring SEND provision</li> <li>reviewing the policy annually and consider any amendments</li> <li>challenge the school and its members to secure necessary provision for any pupil identified with SEND</li> </ul>

	<ul style="list-style-type: none"> <li>ensure that children with SEND are admitted to the school in line with the admissions policy</li> </ul>
Staff	<ul style="list-style-type: none"> <li>All staff at Trinity Church School work towards the aims and objectives of this document by using school procedures for identifying, assessing and making provision for pupils with SEND.</li> <li>Provide appropriate support for children</li> <li>Plan for children's full participation in learning and physical and practical activities</li> <li>Support children to manage their own behavior and take part in learning effectively and safely</li> <li>Develop appropriate and measurable targets for children's individual plans.</li> </ul>

## 6. Admission Arrangements

6.1 Our school strives to be a fully inclusive one. All pupils are welcome, including those with special educational needs. Children who meet the admission criteria will be admitted to school provided the appropriate level of facilities are available to meet their individual needs.

6.2 Any applications from parents of children who have SEND but do not have an EHC plan will be considered based on the school's published admissions criteria as part of normal admissions procedures

6.3 This special needs policy document will be used in conjunction with other school policies.

6.4 All children, including those with special needs, will be expected to follow the behaviour policy. Policies are kept in the school office and on the MNISP network and are available to parents on request. The behaviour policy is given to all parents in the welcome pack each autumn term.

## 7. Identification, Assessment and Provision

7.1 Provision for children with SEND is a matter for the whole school. The governing body, the school's head teacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. The SEND Code of Practice recognises four broad categories of special educational needs:

1. Communication and interaction
2. Cognition and learning
3. Social, mental emotional health
4. Sensory / physical

7.2 The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the class or subject.

### Identifying SEND

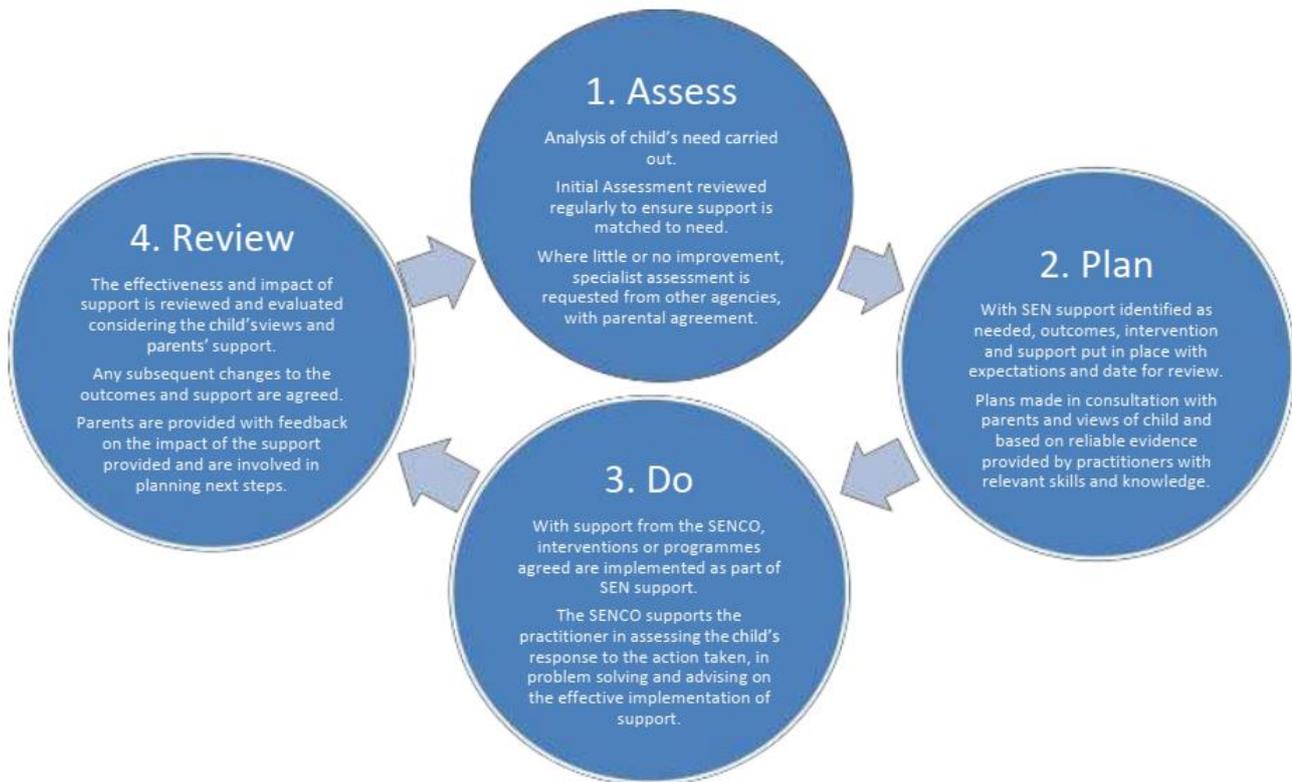
7.3 Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, the school will consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from observations and from any more detailed assessment of the child's needs.

7.4 Consideration is made of a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the school, this also informs decisions about whether a child has SEND. All the information will be brought together with the observations of parents and considered with them.

7.5 A delay in learning and development in the early years may or may not indicate that a child has SEND, that is, that they have a learning difficulty or disability that calls for special Educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEND. However, where there are concerns, an assessment will be made to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach will be adopted.

### Graduated Approach:

7.6 Identification, assessment and provision follows a graduated approach, as required by the 2014 Code of Practice.



7.7 This cycle of action is revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents will be engaged with the school, contributing their insights to assessment and planning. Intended outcomes will be shared with parents and reviewed with them, along with action taken by the school, at agreed times.

7.8 The graduated approach is led and coordinated by the SENDCo working with and supporting individual practitioners in the setting and informed by EYFS materials and relevant outside agencies.

7.9 The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's preschool years or previous school if transferring.

7.10 If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting or previous school and the class teacher and SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

7.11 When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted, and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEND register with parental permission.

7.12 The class teacher after discussion with the SENDCo will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the Class Teacher and/or SENDCo, parents and young person.

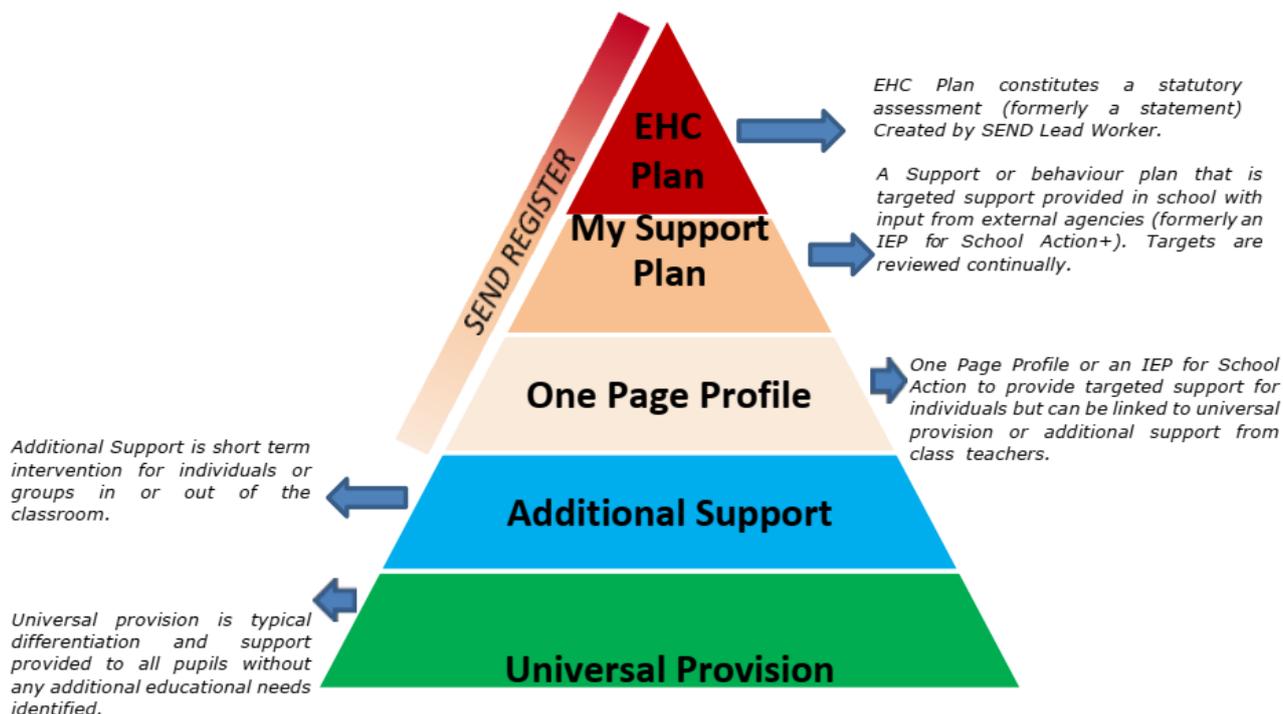
## 8. Provision

8.1 The school produces a whole school provision map to show levels of need and provision throughout the school. This is regularly monitored and updated following reviews and entry to exit from the SEND register.

## Education Health Care Plans

8.2 As per the policy for BANES LA, the school has adopted EHC Plans. During 2014 with the transition to the new Code of Practice, children formerly on School Action or School Action+ will be reviewed and placed on the new plan scheme as appropriate.

8.3 In order to ensure we meet the needs of all pupils at all levels we follow the following structure of support across the school:



### School Request for Statutory Assessment or Education Health and Care Plans (from September 2014)

8.4 A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

8.5 The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, (e.g. from external agencies, such as a SEP)
- Views of the parents.

8.6 The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational needs will be reviewed regularly in addition to the statutory annual assessment. When this coincides with transfer to secondary school, a member from the Secondary SEND team is invited to the review and the SENDCo from the secondary school will be informed of the outcome of the review.

### Plans and Targets

8.7 Support Plans are detailed documents identifying:

- The short-term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful

8.8 Phases of intervention

Wave I	Inclusive quality first teaching for all – usually at universal level.
Wave II	Additional interventions which offers short-term extra help to accelerate key points of learning. This is provided in small groups targeted and time limited.
Wave III	Offers intensive targeted support when small group intervention fails to work. Pupils requiring this level of support will usually have Individual Education Plans and may also have additional advice from the Advisory Teacher for SEND, Learning Support Services.

## 9. Allocation of Resources

9.1 Resources are allocated by the finance committee of the governing body. The SENDCo, in consultation with the Headteacher, is responsible for the use of these resources and the deployment of the designated support staff.

9.2 The allocation of support times to pupils is calculated based on time given per class and the level of need among pupils within classes. Pupils with statements of special educational needs are treated separately according to the level of their needs and the requirements of their statements.

## 10. Curriculum Access

10.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

10.2 “A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum” (National Curriculum Inclusion Statement 4.3 Sept 2013).

10.3 Teachers use a range of strategies to meet children’s special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately and use assessment to inform the next stage of learning.

10.4 Staff plan lessons that incorporate the different learning styles that children have.

10.5 All children on the special needs register have an Individual education plan with individual targets which break down the existing levels of attainment into finely graded steps and targets to ensure that children experience success.

10.6 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

10.7 We use a range of strategies to support children with communication difficulties during play or transition times- these may include play support linked with a lead adult, or ‘playground buddies’ targeted support to encourage positive play and friendships.

## 11. Partnership Within and Beyond the School

### Links with Parents

11.1 The school will promote a culture of co-operation with parents by:

- Ensuring all parents are aware of the schools’ “arrangements for SEND”
- Informing all parents when a child is placed on the SEND Register and offer the opportunity for discussion
- Holding formal consultations between the class teacher, parents and when appropriate the SENDCo to discuss the child’s needs and approaches to addressing them
- Undertaking Annual Reviews for children with statements for SEND.
- Holding SEND support coffee afternoon and mornings.

### Links with Children

11.2 In this school we encourage pupils to participate in their learning by: -

- Being involved in target setting and identifying teaching and learning strategies that work for them
- Incorporating their views in all aspect of their education
- Encouraging independence.

### Links with other schools

11.3 Our school will ensure that all transfers between schools are planned, monitored and supported to ensure the successful outcomes for children. We will collaborate with all other support services and agencies involved with the child and with parents and where appropriate make joint planning arrangements.

#### **Working with External Agencies**

11.4 The school has arrangements for securing access to external support services for pupils with special educational needs. This may include liaison with other schools and other specialist provision.

#### **12. Staff Development**

Staff are given regular opportunities to develop their skills and confidence in working with children with special educational needs. Governors will be informed of school-based training. Staff will be involved in developing practices which promote whole school approaches to special educational needs.

- The SENDCo, class teachers and teaching assistants will have opportunities to attend specific courses which are of interest and have a bearing on the children they are supporting.

#### **13. Evaluating Success**

The success of the schools Special Educational Needs Policy and Provision is evaluated through:

- Monitoring of classroom practice by SENDCo and Headteacher
- Analysis of pupil tracking data and test results for groups of and individual children
- School self-evaluation
- The School Development Plan.

#### **14. Complaints**

Any complaints regarding the Special Educational Needs Policy or the provision made for children with special educational needs should be addressed in the first instance to the class teacher. If parents need further advice, they are welcome to arrange a meeting with the SENDCo. If they feel their child's needs are still not being met, they should make an appointment to see the Headteacher. If, however, parents are still concerned they may contact the Special Educational Needs Governor, Mrs Jen Hird.



## Welton Primary School – SEND Procedure

SENDco – Heather O'Brien

Local Offer Report - <https://weltonprimaryschool.co.uk/special-needs.html>

Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual child's, is the first step in responding to child's who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. We will regularly and carefully review the quality of teaching for all children, including those at risk of underachievement.

In deciding whether to make special educational provision, the teacher and SENDCO will consider all of the information gathered from within the school about the child's progress, alongside national data and expectations of progress. For higher levels of need, we have arrangements in place to draw on more specialised assessments from external agencies and professionals.

This information gathering will include an early discussion with the child and their parents. These early discussions with parents should be structured in such a way that they develop a good understanding of the child's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the child and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Where a child is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle:

### Assess

If the class teacher has 'cause for concern' for a child, the SEND team is notified and strategies to support the child are put in place and monitored. If the concerns continue then the child is identified as needing SEND support. The class teacher, working with the SENDCO, will carry out a clear analysis of the child's needs. This will draw on the teacher's assessment and experience of the child, their previous progress and attainment, as well as information from the school's approach to child progress, attainment, and behaviour. It will also draw on the views and experience of parents, the child's own views and, if relevant, advice from external support services. We will take seriously any concerns raised by a parent. These will be recorded and compared to the school's own assessment and information on how the child is developing.

School assessment will be reviewed three times a year. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a child responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. The school will liaise with these professionals to help inform the assessments. Where professionals are not already working with school staff the SENDCO should contact them if the parents agree.

### Plan

Where it is decided to provide a child with SEND support, the school will discuss this with the parents. The teacher and the SENDCO will agree in consultation with the parent and the child the adjustments, interventions and support to be put in place.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Parents will be made aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

### Do

The class teacher will be responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the child. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

## **Review**

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions should be evaluated. The class teacher, working with the SENDCO, will revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child.

Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months. We will co-operate with the local authority in the review process and, as part of the review, the local authority will require us to convene and hold annual review meetings on its behalf.

## **Involving Specialists**

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

We may involve specialists at any point to advise us on early identification of SEND and effective support and interventions. We will always involve a specialist where a child continues to make little or no progress or where they continue to work at levels substantially below those expected of children of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The child's parents will always be involved in any decision to involve specialists.

The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Where assessment indicates that support from specialist services is required, it is important that children receive it as quickly as possible. The Local Offer will set out clearly what support is available from different services and how it may be accessed.

The school's Local Offer includes information about:

- who to talk to about SEND at Welton Primary School
- special educational provision for children at Welton Primary School
- arrangements for identifying and assessing children's SEND
- specialist services
- transition arrangements for children with SEND
- the allocation of resources

## **Personal Plan**

Strategies used to enable the child to progress should be recorded within a Personal Plan. This will include:

- Information about the child e.g. hobbies and interests, ways to help at school
- short term targets/wishes
- ways to achieve targets/wishes
- when the plan is to be reviewed
- next steps

The Personal Plan only records that which is additional to or different from the differentiated curriculum plan. The Personal Plan focuses on two or three individual targets/wishes which match the child's needs and these are discussed with the child and their parents

## **Requesting an Education, Health and Care needs assessment**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care needs. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support.

## **Partnership with parents**

We provide an annual report for parents on their child's progress. Where a child is receiving SEND support, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the child and the school. The class teacher will meet parents three times each year to discuss the Personal Plan. It should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the child.

The school will ensure that it:

- recognises the personal and emotional investment of parents and be aware of their feelings;
- focuses on the child's strengths as well as areas of additional need;
- ensures that parents understand procedures, are offered support and are given documents to discuss before meetings;
- allows sufficient time to explore the parents' views and to plan effectively;

Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents of all children. They will, however, be longer than most parent-teacher meetings.

### **Child participation**

The views of the child should be included in these discussions. This will be through involving the child in all or part of the discussion itself, or gathering their views as part of a One Page Profile.

### **Education, Health and Care Plans**

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child;
- provide a full description of the child's special educational needs and any health and social care needs;
- establish outcomes across education, health and social care based on the child's needs and aspirations;
- specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes

EHC plans will be used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed by the local authority as a minimum every 12 months. Reviews must focus on the child's progress towards achieving the outcomes specified in the EHC plan. The review must also consider whether these outcomes and supporting targets remain appropriate.

In most cases, reviews will normally be held at school. The following requirements apply to reviews where a child attends school:

- The child's parents, a representative of the school, a local authority SEND Officer, a health service representative and a local authority social care representative must be invited and given at least two weeks' notice of the date of the meeting. Other individuals relevant to the review should also be invited.
- The school will seek advice and information about the child prior to the meeting from all parties invited, and SEND any advice and information gathered to all those invited at least two weeks before the meeting.
- The meeting must focus on the child's progress towards achieving the outcomes specified in the EHC plan, and on what changes might need to be made to the support that is provided to help them achieve those outcomes, or whether changes are needed to the outcomes themselves. Children and parents will be supported to engage fully in the review meeting.
- The school will prepare and SEND a report of the meeting to everyone invited within two weeks of the meeting. The report must set out recommendations on any amendments required to the EHC plan, and should refer to any difference between the school or other recommendations and those of others attending the meeting.

**Publishing Information**

The governing body will publish information on the school's website about the implementation of the governing body's policy for children with SEND. The school's Local Offer will also link to the Local Authority's Local Offer, so that parents are aware of services that are available to support their children.

**Monitoring and Evaluating**

The effectiveness of the policy can be assessed by analysing child progress, eliciting the views of staff, parents and child's, and reviewing the record keeping procedures. The SEND Governor will have a key role within this process, alongside the Head Teacher.



## Westfield – SEND Procedures

### SENDco: Sally Campbell

Local Offer Report: <https://www.westfieldprimary.com/about-the-school/sen-policy/>

#### Introduction

Westfield Primary School provides a broad and balanced curriculum for all its children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning and medical needs. Some children have barriers to learning that often they have special needs and require particular action by the school to progress.

Teachers take account of these requirements and make provision through quality first teaching, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Teachers are responsible and accountable for progress and development of pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, teachers, SENDCo and parents should collaborate. Such children may need additional help or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The **Disability Discrimination Act** identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. The school will assess each child as required, and make the appropriate provision, based on their identified needs.

#### **Medical Conditions**

The Children and Families Act 2014 puts a duty on all schools to make suitable arrangements for children with medical conditions. Individual healthcare plans are drawn in partnership with health professionals and are clear about the provision needed for each individual.

#### Aims and objectives

The aims and objectives of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to promote early identification of children's needs
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children feel valued and have a voice in this process.
- to ensure that all children make secure progress in their learning through high expectations and quality first differentiated teaching.

#### Educational Inclusion

At Westfield Primary School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy, numeracy and other curriculum areas;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;

- helping individuals to manage their emotions, particularly anger, trauma or stress, and to take part in learning.

### **Provision for Special Educational Needs (SEND)**

Children with special educational needs have learning difficulties that call for special or additional provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.
- they have behavioural difficulties that hinder their learning.

Many of the children who join us have already been in early education. In some cases, children join us with their needs already assessed in their early years setting. However, all children when they enter Westfield Primary School are assessed using the Foundation Stage Profile so that we can build upon their prior learning. We use the Foundation Stage Profile to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty or barrier, we use a range of strategies, in line with the SEND Code of Practice (2014), that make full use of all available classroom and school resources.

The first level of support is creating an **SEND Support Plan (SSP)**. SSP's will be collaboratively be drawn up between school, parents and any outside agency working alongside the child. An SSP will include:

- short term measurable targets
- teaching strategies
- provision for the child
- outcomes and a review date
- one page profile, this will highlight the child's aspirations and hopes, strengths and difficulties and how we can help them in the classroom by making adjustments.

In most cases, reviews will take place in October, January and June. However, if targets are not being met or are achieved, it is up to the class teacher to bring this to the SENDCo's attention, and a review may happen sooner to make targets relevant.

A year handover meeting takes place between the class teachers in July when children's needs are discussed and a new provision map for terms 1-2 is drawn up collaboratively between the old and the new teacher.

If a child continues to demonstrate significant cause for concern and has not made the expected progress after outside agency intervention a request for **Education, Health and Care Plan (EHCP)** may be made to the Local Authority (LA). A range of written evidence about the child will support the request and parents will be involved in this process. The purpose of an EHC is to make special educational provision for an individual child meeting all of the needs whether it be education, health and/or social care. An EHC plan will be reviewed annually by the local authority and will focus on the child's progress towards the outcomes specified in the plan.

### **Assessment**

Early identification is vital. We measure the progress of children in several different ways by referring to:

- The child's classroom performance, monitored by the class teacher through assessment and observation.
- Their progress against National Curriculum level descriptors and objectives
- Standardised screening and assessment tools

Slow progress and/or low attainment is not always an indicator of SEND, however it should not be assumed that learning progress in line with age related expectation means there is no learning difficulty. Complications with English as an additional language are not always assumed to be an SEND.

The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENDCO works closely with parents, teachers and outside agencies to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

## **Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, the work is differentiated appropriately, a range of technology can ensure that all children have equal access to the curriculum and assessment is used to inform the next stage of learning.

The school supports children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## **Roles and Responsibilities**

In our school, **the Head Teacher:**

- has responsibility for the day to day management of all aspects of the school's work, including provision for children with special educational needs;
- keeps the governing body fully informed with regard to pupils with special educational needs;
- liaises with the school's SEND Co-ordinator and team;
- ensures security and confidentiality of records and information in line with the Data Protection Act and Children's Rights.

In our school, **the SENDCO:**

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the work of the TAs, supports their professional development and plans and assists with TA performance management;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs, the TA team is integral to this;
- Contributes to the professional development of all staff.
- Liaises with receiving Secondary Schools concerning children with SEND.

In our school, **the Governing Body:**

- has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- does its best to secure the necessary provision for any pupil identified as having special educational needs.
- ensures that all teachers are aware of the importance of providing for these children.
- ensures that parents are notified of any decision by the school that SEND provision is to be made for their child.
- identify a governor to have specific oversight of the school's provision for pupils with special educational needs. This Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

## **Allocation of resources**

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The head teacher informs the governing body of how the funding allocated to support special educational needs has been deployed.

The head teacher and the SENDCO meet annually to agree on how to use funds directly related to statements of special educational needs. The SENDCO and Head Teacher draw up the resources bid when the school is planning for the next school improvement plan.

## **Partnership with parents**

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. We have an open door policy and are always willing to listen to parents' views.

The SEND Governor takes a particular interest in special needs and is always willing to talk with parents.

We have three review meetings each year to share the progress of special needs children with their parents. We inform the parents of any extra intervention their child may be receiving (for a variety of reasons), and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. IEPs/SSP's for children at School Action Plus are always signed by the pupil and parents.

### **Pupil participation**

At Westfield school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work which begins in the Foundation Stage recognises the importance of children developing social, as well as educational skills.

Children are involved at an appropriate level in setting and reviewing targets in their interventions and their IEPs/SSP's. We actively encourage self-assessment and review throughout the curriculum through the use of Assessment for learning and effective questioning in every lesson. The views of the child will be gathered through a One Page Profile.

We also recognise the need for children with Special Educational Needs to develop their independence and we seek to actively encourage them, as with all pupils, to take responsibility for their own learning. We do not use support staff to support children with SEND for every activity, as we feel this is counterproductive to this outcome and for future life.

### **Monitoring and review**

The SENDCO monitors the movement of children within the SEND system in school. Through the head teacher's report, the SENDCO provides governors with summaries of the impact of the policy on the practice of the school.

The SENDCO and the head teacher hold regular meetings to review the work of the school in this area. The SENDCO and the named governor with responsibility for special needs also hold termly meetings.

Interventions are monitored and evaluated regularly to ensure value for money, that they meet the needs of the children and that they are having a positive impact on pupil achievement, attainment and progress.

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings.

### **This policy is to be read in conjunction with:**

- Equal opportunities Policy;
- Inclusion Policy;
- Disability Discrimination Policy.
- The Children and Families Act 2014
- The Medical Needs Policy

# Writhlington Secondary School and Mendip Studio School- SEND Procedures



## Rationale

Policy to promote the successful inclusion of students with Special Educational Needs and Disabilities (SEND) at Writhlington and Mendip Studio Schools.

At Writhlington and Mendip Studio Schools we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities.

We value the contribution that every student can make and welcome the diversity of culture, religion and intellectual style. The school seeks to raise achievement of the whole community, remove barriers to learning and provide physical and curricular access for all.

As such, provision for students with SEND is a matter for the school as a whole. All teachers are teachers of students with SEND. The Governing Body, Headteacher, SENDCo and all other members of staff have important responsibilities.

## Purpose

- To identify students with special educational needs and disabilities and ensure that their needs are met;
- To ensure that the needs of students are known to all who are likely to teach them and that all staff are able to identify and provide for those pupils who have Special Educational Needs;
- To ensure the school pays due regard to the Code of Practice when carrying out its duties towards pupils with special educational needs and that parents are notified of a decision by the school that SEND provision is being made for their child;
- To ensure that students with special educational needs and disabilities can join in with all the activities of the school;
- To work in partnership with parents in supporting students with SEND to achieve their potential; to recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them and to support them in playing an active and valued role in their child's education;
- To ensure that all learners make the best possible progress;
- To ensure that parents are informed of their daughter or son's special needs and that there is effective communication between school and parents;
- To recognise the knowledge that students have of their own needs and their views about how we can best help them make the most of their education;
- To encourage them to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes;
- To promote effective partnership and involve outside agencies when appropriate.

## Definition of Special Educational Needs

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her" (Section xiii of SEND Code of Practice, 2014).

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

- 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 other of the same age in mainstream schools or mainstream post-16 institutions" (SEND Code of Practice, 2014: xiv).

"Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition" (SEND Code of Practice June 2014: xviii).

Students will 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 will be taught.

## **Review of the SEND Policy**

The success of the school's SEND policy will be judged against the objectives above.

The annual report to Governors will detail the implementation of the policy and the effectiveness of the provision made for the students.

## **Implementing the Policy for Special Educational Needs Responsibilities**

### **Governing Body**

The Governing Body ensures that the school complies with legislation related to Special Educational Needs. The Governing Body ensures that this policy and related procedures and strategies are implemented. They seek regular (annual) advice from the designated member of the Senior Leadership Team.

### **Headteacher**

The Headteacher ensures that this policy together with related procedures are implemented, that all staff are aware of their responsibilities and given training appropriate to their role. The Headteacher designates a member of the Senior Leadership Team to have particular lead responsibility for this area. The Headteacher ensures that sufficient funding is in place to carry out the responsibilities for students with special educational needs

### **Teacher Staff**

It is the responsibility of all staff to make appropriate provision for students with SEND so that they can learn and make progress at the same rate as their peers. This includes:

- using the strategies suggested when planning lessons and activities;
- Having high expectations of students with SEND and ensuring that the work they are set is accessible and sufficiently challenging to allow them to make good progress;
- Ensuring tasks are differentiated to take account of the needs of students with SEND;
- Monitoring the progress of students with SEND and seeking advice from the SEND team where progress is slower than expected;
- Working alongside TAs so that they can be fully involved in promoting the progress of students with SEND; this includes providing sufficient information so that TAs can plan ahead and to have regular discussions about the work.

## **SENDCO**

**The named SENDCO for Writhlington School is Ms Linda Zuanella.**

**The named SENDCO for Mendip Studio School is Mr Simon Bardzil**

The SEND Coordinator (SENDCo), in collaboration with the Headteacher, designated Senior Leader and Governing Body, plays a key role in determining the strategic development of the SEND policy and provision in the school to raise the achievement of pupils with SEND. The key responsibilities of the SENDCo include:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND
- Identifying students with Special Educational Needs or disabilities
- Coordinating the provision for students with SEND, particularly those with EHC plans and students in the SEND Support category
- Monitoring the Progress of SEND students through regular meetings and learning walks, and offering advice to promote positive outcomes for SEND students
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of children with SEND
- Liaising with Early years providers, other schools, Educational Psychologists, Health and Social care professionals and Independent or Voluntary bodies
- Being the key point of contact with external agencies, especially the Local Authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up-to-date
- Managing learning support assistants and their performance management
- Contributing to the in-service training of staff to ensure Quality First Teaching for SEND students

**The SEND Department at Writhlington School is line managed by the Deputy Head, Mrs Clare England.**

**The SEND Department at Mendip Studio School is line managed by the Headteacher, Mr Bruce Hain.**

A member of the governing body, Mrs G Colbourne, is the nominated SEND Governor for Writhlington, although the Governing Body as a whole is responsible for making provision for students with special educational needs and disabilities.

### **Admission Arrangements**

The Headteacher is responsible for the admission arrangements which do not discriminate against students with special educational needs or disabilities; this policy has due regard for the guidance in the Codes of Practice which accompany the SEND and Disability and Discrimination Act 2001.

Parents and carers seeking the admission of a student with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

### **Allocation of Resources**

The school is allocated a specific sum each year for children with learning difficulties. This is referred to as the SENDA (Special Educational Needs Allocation) and is in addition to the amount allocated from the school's delegated budget.

Students with additional needs are allocated ELP (Enhanced Learning Provision). This is used to fund Teaching Assistants or interventions to support the student with this provision. The overall budget for Learning Support varies from year to year and a detailed breakdown can be requested from the school.

The funds allocated are used to fund teaching staff, teaching assistants and resources used for learning. Students with special needs have access to the full range of the school's facilities.

Some staff in the SEND Department have postgraduate qualifications in SEND. Linda Zuanella, SENDCo, is currently undertaking studies for the National Award for SENDCo (NASENDCO) as well as a Post-Graduate Certificate in Specific Learning Difficulties/ Dyslexia. She also holds a Postgraduate Certificate in secondary MFL teaching and a BA Hons in European Studies.

The SEND team consists of three full time HLTAs, three full time LSAs (Level 2) and six full time TAs (level 1). In addition, depending on student needs and funding allocation for individual students, further TAs (level 1) may be employed on a fixed term basis to offer classroom based support.

### **Identification, Assessment and Provision**

#### **Identification and Assessment**

The school is committed to early identification of special educational needs and disabilities in line with the Code of Practice 2014 which states, "The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long- term outcomes for the child or young person" (SEND Code of Practice, 2014: 6.14).

According to the SEND Code of Practice, 2014, the four broad areas of need are: Communication and Interaction; Cognition and Learning; Social, emotional and mental health difficulties and sensory and/or physical needs (6.34)

The school is committed to planning interventions for each of these needs and, "The purpose of identification is to work out what action the school needs to take" (SEND Code of Practice, 2014).

The school carries out the following actions:

- The SENDCo attends Year 5 and Year 6 transfer Annual Reviews in feeder primary schools (where possible);
- All Year 6 students and staff are visited in their primary school by the Progress Leader for Year 7 and a member of the Learning Support faculty;
- Two induction days are held for all students prior to entry. Parents are invited to share any concerns with the SENDCo during the parents' evening following these induction days;
- Additional visits to the school are arranged by the SENDCo for students with Statements/EHC Plans;
- Use of records from primary schools (for example, KS2 SATs, IEP, IBP, PSPs, Statements of SEND, outside agency reports) are vital in the identification and assessment of students;
- All Year 7 students on incoming SEND registers are tested in reading and spelling;
- Data and Learning Support Plans are made available for all staff to aid groupings, short and long term planning, provision and target setting;
- The SENDCo consults with parents regarding any additional/separate provision planned for SEND students.

- Transitional arrangements for students between KS3 and KS4 are more individually based, to help students with SEND plan appropriate KS4 option choices and carefully consider post-16 education and future employment opportunities or interests.
- Students with an SEND EHCP have a Transition Plan established at their Year 9 Annual Review. This meeting considers KS4 option choices, post-16 education or employment-based training.
- Students at KS4 who have SEND needs or who are Looked After are also prioritised to meet with the school's careers adviser, to ensure that a clear plan is in place to enable them to move on to an appropriate post-16 educational or employment-based training opportunity.
- If a child has a current EHAF (Early Help Assessment Framework), we ensure that all professionals are involved in supporting the transition process.

### **Identification of Students requiring SEND Support**

If a student is not making adequate progress and all possible strategies have been tried by the classroom teacher, initial consideration is given to helping the pupil through in school support. Inadequate progress can be defined in a number of ways:

- There is an attainment gap between the pupil and the pupil's peers
- The attainment gap is growing wider
- The attainment gap is greater than that of peers starting from the same attainment baseline
- Progress is slower than the student's previous rate of progress
- The student is not able to access to the full curriculum
- The student lacks self-help, social or personal skills
- The student is exhibiting negative behaviour and is not responding to normal behaviour management strategies
- The student is unlikely to gain appropriate accreditation
- The student is unlikely to progress successfully to further education, training and/or employment.

Every effort will be made to ensure that all teaching and non-teaching staff are fully aware of the school's SEND policy and the school's procedure for identifying, assessing and making provision for students with SEND.

The school's SEND Provision Maps and standardised test results are accessible via the school's ICT resource network.

### **Transition**

Once places have been confirmed, the SENDCo visits all feeder schools to discuss students with special educational needs. If a student with an EHC Plan is known to be transferring to Writhlington or Mendip, the SENDCo attends review meetings and begins to make plans for transition. For in-year admissions, if a student is known to have SEND, the SENDCo will contact the appropriate staff at the previous school to discuss their needs. Once the information has been gathered, the SENDCo:

- Meets with the student and parents/carers to discuss provision, agree targets and establish a joint learning approach at home and at school;
- Offers additional visits to the school to aid transition;
- Liaises with curriculum staff to provide an appropriate curriculum and to ensure that all staff are aware of the action needed to support the student in class;
- Ensures appropriate additional support is provided, if needed;
- Organises ongoing observations and assessments to gain feedback about the student's progress and to inform future planning;
- Liaises with support and guidance staff where there are welfare concerns.

### **Nature of Intervention**

The SENDCo and the student's subject staff should decide on the action needed to help the pupil to progress in the light of their earlier assessment. This might be:

- To provide different learning materials or special equipment;
- To introduce some group or individual support;
- To devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness;
- To undertake staff development and training aimed at introducing more effective strategies;
- Access to LA support services for one-off occasional advice on strategies or equipment or for staff training;
- To provide effective intervention without the need for regular or ongoing input from external agencies.

For children and young people with more complex needs a co-ordinated assessment process and application for an Education, Health and Care Plan (EHC) may be carried out, working with external agencies which can provide more specialist assessments that can inform planning and the measurement of a student's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for requesting a statutory assessment of needs for an EHC plan could be that, despite receiving an individualised programme and/or concentrated support, the student:

- to make little or no progress in specific areas over a long period;
- Continues working at National Curriculum levels substantially below those expected of pupils of a similar age;
- Continues to have difficulty in developing literacy and mathematical skills;
- Has emotional difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised intervention programme;
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service;
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning;

When the school seeks the help of external support services, those services need to see the student's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the student directly.

If the SENDCo and the external specialist consider that the information gathered about the student is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the pupil's parents must be sought. Parents' views are important during the process of carrying out any EHC needs assessment and drawing up or reviewing an EHC plan in relation to a child. For all students and particularly for those with Education, Health and Care plans, the school will be involved in the planning for their transition to adult life, the future and how to prepare for it, including their health, where they will live, their relationships, control of their finances, how they will participate in the community and achieve greater independence. The Trust's Local Offer is detailed in the SEND Offer Policy and covers the following:

- Local policy and practice;
- The Local Offer;
- Personalisation and Personal Budgets;
- The law on SEND and disability, health and social care, through suitably independently trained staff;
- Advice for children, young people and parents on gathering, understanding and interpreting information and applying it to their own situation;
- Information on the processes for resolving disagreements and complaints procedures.

### **Curriculum provision and Intervention**

Many students with SEND achieve well through quality first teaching which provides differentiation and support in the mainstream curriculum. For some students, a more tailored curriculum is offered to better meet their needs and these students may be withdrawn from some lessons for a limited period to focus on basic numeracy or literacy. Academic progress is monitored by HLTAs who work regularly with students and encourage/support those experiencing difficulties. The SENDCo will liaise closely with HLTAs to ensure that students with SEND receive appropriate provision.

### **Support for Students with Special Educational Needs and Disabilities**

For most students, extra help will be provided within the classroom, managed by the subject teacher. Some additional support may be provided in the classroom by the SEND team.

Where support involves spending some time outside the classroom, it will nonetheless be in the context of the inclusive curriculum.

The inclusive curriculum will be based on the principles of:

- Setting suitable learning challenges;
- Responding to students' diverse learning needs;
- Overcoming potential barriers to learning.

The appropriate level of intervention is determined by student needs in a graduated approach beginning with grouping strategies used within the classroom, access to small group tuition, attendance at tutor time/lunchtime support clubs, limited periods of withdrawal and possibly 1-1 teaching.

Learning Support Plans will include:

- Specific information about the student's SEND and/or disabilities;

- The student's strengths and interests;
- Teaching strategies to support learning;
- The relevant provision wave/band in place;
- When the plan is to be reviewed;

All staff have a responsibility to make themselves aware of student targets and for building planning into their teaching to help students achieve their targets.

All teachers are aware that they are "responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff" (Code of Practice, 2014).

### Categories of SEND

There are three categories under which students receive support if they have an identified SEND – these are:

- Wave 1 Monitoring
- Wave 2 SEND Support
- Wave 3 Education, Health and Care Plan/Statement

### Monitoring: Wave 1

- Students who may require differentiated work in some subjects at some times are monitored by the SEND/Inclusion faculty;
- Students who are monitored in this way do not receive specialist intervention but are known to the SEND/Inclusion faculty;
- Wave 1 student's' needs are stated on their SEND Provision Map;
- Wave 1 student's' needs will be met through the fully inclusive environment of the classroom and through Quality First Teaching.

If there is some concern that a pupil is showing signs of below average progress:

- Information will be collected and considered;
- The SEND team and all teachers who teach the pupil will be informed via the SEND Provision Map;
- Progress will be monitored and reviewed five times a year after each data drop;
- A meeting will be held with the SENDCo, Progress Leader and parents/ carers.

### Roles and Responsibilities

- The tutor takes the lead pastoral role in monitoring progress on a day-to-day basis using the school's monitoring systems which provide regular information;
- The SEND team monitor specific progress five times a year after each data drop;
- Subject teachers are aware of students' needs, provide necessary differentiation and Quality First Teaching within the normal curriculum framework

### SEND Support Category

Following the introduction of the new Code of Practice from June 2014, the previous categories of School Action and School Action Plus have been replaced by a single category called SEND Support. Students in this category may receive specialist intervention.

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

If there is concern that a pupil is failing to make adequate progress and that the attainment gap with peers is widening, then the school will follow an 'Assess, Plan, Do, and Review' process:

- Assess: all relevant information will be assembled and further assessments undertaken when needed;
- Plan: parents will be informed and given the opportunity to discuss and contribute to the plan;
- Do: a programme of study designed to improve the identified areas of difficulty will be implemented. Entry and exit data will be used to measure the success of any intervention;
- Review: procedures for monitoring will be agreed and a review date set.

### SEND Support: Wave 2

- The needs of and provision for our Wave 2 students' are stated on our SEND Provision Map;
- Wave 2 students receive at least one intervention additional to or different from other students. Interventions are usually a six week programme to address an identified area of need such as social skills, SLIP, anger management or other area as required or outlined in provision maps EHC Plans;
- Parents of Wave 2 students will be invited to review their child's progression at least three times a year by making Parent's Evening and/or IAG day appointments with the SENDCo.

### **SEND Support: Wave 3**

Wave 3 students are:

- Failing to make adequate progress despite support;
- Having involvement from outside agencies;
- Have an EHC Plan or Statement;
- Require a personalised learning programme.

Parents of Wave 3 students will have contact with the school three times a year to review progress by making Parent's Evening and/or IAG day appointments with the SENDCo.

If there is still a concern that a student is failing to make adequate progress and that the attainment gap with peers is widening, despite support levels being increased and targeted programmes of study being followed, then a review meeting will take place to:

- Consult parents and students;
- Seek advice from outside specialists, including educational psychologists and specialist support teachers;
- Gather evidence for a Statutory Assessment, if appropriate.

### **Roles and Responsibilities**

The SEND department takes a lead role in co-ordinating provision and formulating the programme of study. Subject teachers remain responsible for working with the child in the classroom and ensuring that differentiation is effective in allowing students to access curriculum access, although in-class support will be allocated when appropriate as far as possible. The SEND team will monitor and review the effectiveness of the programmes of study and student progress after each data drop.

### **Educational, Health and Care Plan (EHC Plan)**

- The Local Authority may issue an EHC Plan when a student's level of need is either so complex or so severe as to require further action. The EHC Plan is monitored annually by the Local Authority through the Annual Review process;
- The role of the SEND Lead worker is to be the single point of contact who will help liaise between external agencies and get to know the student well over the years;
- Parents of EHC Plan students will be invited into school annually for the EHCP review.

### **SEND Lead Workers**

Students with an EHC Plan and those at Wave 3 undergoing an application for a statutory assessment of need will be assigned a SEND Lead Worker who will support and advise the family. They will:

- Act as a single point of contact for the child/ family;
- Keep practitioners focused on the child/ family;
- Empower the child/young person/ family to make decisions and be heard;
- Coordinate actions agreed by practitioners and the family and avoid potential duplication.

### **Review of Learning Profiles**

For students with EHC Plans, their progress and the support outlined in their EHC Plan will be reviewed annually and a report provided for the Local Authority.

If a student makes sufficient progress they may be classed as reaching 'stability' and the EHC Plan may be discontinued by the Local Authority.

The school will liaise with the external careers service or other agencies to arrange Transition Plans for students with EHC Plans in Years 9-13 and will ensure that these Transition Plans are reviewed annually as part of the review process.

When students move to another school their records will be transferred to the next school within 15 days of the student ceasing to be registered, as required under the Education (Student Information) Regulations 2000.

The SENDCo is responsible for organising reviews for Wave 3 students. Parents of students at Wave 1 and 2 are responsible for booking appointments to meet with staff at least twice a year during specific dates offered by the school e.g. Parents' Evenings and IAG days

### **Access to the Curriculum**

All students have the entitlement to a broad, balanced and relevant curriculum.

All students with SEND are taught for the majority of the week with their peers in mainstream classes by subject teachers and study the appropriate curriculum.

All teaching and support staff are aware of the need to consider the National Curriculum Inclusion Statement in their planning and teaching and to strive to:

- Provide suitable learning challenges
- Meet the students' diverse learning needs
- Remove the barriers to learning and assessment.

With advice and the support of the SENDCo, SEND team and outside professionals, teachers will strive to differentiate their teaching to meet the needs and abilities of the students.

Teachers will use a range of strategies to develop the students' knowledge, understanding and skills.

Teachers refer to the SEND record's linked documents for further support in how to meet students' specific educational, emotional and behavioural needs.

Where appropriate, materials will be modified or support provided to enable students with SEND to access the learning or the assessment processes.

### **Access to the wider curriculum**

In addition to the statutory curriculum the school provides a range of additional activities. These include:

- Sports activities and teams;
- School productions and theatre trips;
- Choir, orchestra and instrument lessons;
- Field trips to enhance learning;
- Exchange visits;
- Clubs reflecting a diversity of interests.

Staff will strive to ensure equal access to these activities for all students.

### **Monitoring and evaluation the success of the education provided for students with SEND**

The school, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work.

The school employs a series of methods to gather data for analysis including:

- Observation of teaching by outside agencies e.g. Educational Psychologist and advisory teachers;
- Analysis of attainment and achievement;
- GCSE success;
- Post 16 destinations of students with SEND;
- The views of parents and the students at Parents' Evenings;
- Assessment records e.g. reading and spelling ages that illustrate progress over time;
- Liaison between SENDCo, Progress Leaders and Teaching Assistants;
- ICT audit;
- Whole school and subject evaluation of progress in the School Development Plan;
- Performance managing observations, 'book looks' and learning walks;
- Entry and exit data from short term interventions.

Following the collection of data, the school reports annually upon its successes and identifies aspects for future development.

### **Arrangements for In-Service Training**

It is the school policy to provide appropriate professional development for the SENDCo, SEND team and other staff according to needs identified in the SIP and as part of the staff Performance Management process.

Relevant local and national courses/conferences including cluster meetings are attended by the SENDCo.

The school supports staff training for externally accredited courses e.g. diplomas, certificates, degrees etc. In-school training sessions are held for individuals, groups of staff or whole staff by SLT, SENDCo and external agencies.

An ongoing programme of INSET for all staff is provided by the school on INSET days.

Training for PGCE students, NQTs and staff new to the school are part of the induction programme.

The SENDCo holds weekly meetings with the SEND team and regular development sessions based on identified need.

### **External Support Services**

External support services play an important part in helping the school identify, assess and make provision for students with special education needs.

The school receives regular visits from the Educational Psychologist for the area and the SLIP service available through the Fosseway Network.

The school may seek advice from specialist advisory teaching services for students with sensory impairment or physical difficulties.

Specialist outside agencies contribute to the reviews of students with significant speech and language difficulties, physical, visual, and hearing impaired students.

### **B&NES Local Authority services**

Inclusion Support Service  
Specialist Behaviour Support Service  
Educational Psychology Service  
Ethnic Minority Achievement Service - Kickstart  
Hospital Education & Reintegration Service  
Social Care Services  
Looked After Children Support Team & Virtual School for LAC  
Specialist Family Intervention Service  
Compass Project  
Mentoring Plus  
Connecting Families  
Integrated Working Team

### **Primary Care Trust (Health Authority services)**

Child and Adolescent Mental Health Service (CAMHS)  
Sensory Impairment Team  
Speech & Language Therapy Service  
Occupational Therapy Service  
Physiotherapy Service  
Community School Nurse  
Health Promotion Service

### **Other services**

Education Welfare Services (South West) Ltd  
Off The Record  
Independent counselling services  
Children Unlimited – Occupational Therapy support service  
ASD Outreach Service  
Sporting Family Change  
Speakeasy  
Quest

### **Links with other Schools**

Dragonfly Education has links with Fosseway Teaching School. The school has good links with post-16 providers and with its feeder primary schools.

### **The role played by parents of students with SEND**

Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their son or daughter's education;
- Have knowledge of their son or daughter's entitlement within the SEND framework;
- Make their views known about how their son or daughter is educated;
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision;
- Contribute to review meeting

In order to make communications effective the school will:

- Acknowledge and draw on parental knowledge and expertise in relation to their son or daughter;
- Focus on the student's strengths as well as areas of additional need;
- Recognise the personal investment of parents and be aware of their feelings;
- Ensure that parents understand procedures and are aware of how to access support in preparing their contributions to be discussed well before meetings;
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints;
- Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers.

### **Monitoring and Evaluation**

The Pastoral Committee will review the policy annually or in response to changes in legislation or Local Authority policy. The policy will be ratified by the Local Governing Body.

**Glossary of Abbreviations**

There are many abbreviations used in special educational needs, which can cause some confusion. Some of the most common include:

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behaviour, Emotional & Social Difficulties
CAF	Common Assessment Framework
CAT	Cognitive Assessment Test
CHIN	Child in Need
CIC	Children in Care
DDA	Disability Discrimination Act 1995
DCSF	Department for Children, Schools & Families (formally the DfES)
EAL	English as an Additional Language
ECM	Every Child Matters
EMAS	Ethnic Minority Achievement Service
HI	Hearing Impairment
IEP	Individual Education Plan
JAP	Joint Area Partnership
LA	Local Authority (formally the Local Education Authority – LEA)
LAC	Looked After Child
LAP	Local Area Partnership
LD&D	Learning Difficulties and Disabilities
LSA	Learning Support Assistant
MLD	Moderate Learning Difficulty
MSI	Multi Sensory Impairment
NC	National Curriculum
NHS	National Health Service
OCD	Obsessive Compulsive Disorder
ODD	Oppositional Defiant Disorder
OFSTED	Office for Standards in Education
PD	Physical Disability
PCT	Primary Care Trust
PEP	Personal Education Plan
PLASC	Pupil Level Annual Schools Census
PSP	Pastoral Support Plan
PP	Provision Plan
PMLD	Profound & Multiple Learning Difficulties
PRU	Pupil Referral Unit
SAT	Standard Assessment Test
SEND	Special Educational Needs
SENDCo	SEND Co-ordinator
SENDIS	SEND & Disability Act 2001
SENDIST	SEND & Disability Tribunal

SIMS	School Information Management System
SLCN	Speech, Language & Communication Needs
SpLD	Specific Learning Difficulty
SLD	Severe Learning Difficulty

TA Teaching Assistant

VI Visual Impairment

### **Where to go for extra help and information**

To provide additional information or guidance, some useful websites are listed below. Alternatively, the Local Authority's Parent Partnership Service provide advice, support, information and guidance in relation to Special Educational Needs.

Action for ME: [www.afme.org.uk](http://www.afme.org.uk)

Action for Blind People: [www.afbp.org](http://www.afbp.org)

Attention Deficit Disorder Information and support service: [www.addiss.co.uk](http://www.addiss.co.uk)

Asthma UK: [www.asthma.org.uk](http://www.asthma.org.uk)

Asthma Help: [www.asthma-help.co.uk](http://www.asthma-help.co.uk)

Aidsmap: [www.aidsmap.com](http://www.aidsmap.com)

Autismspeaks: [www.Autismspeaks.org](http://www.Autismspeaks.org)

Avert: [www.avert.org.uk](http://www.avert.org.uk)

BBC Health: [www.bbc.co.uk/health](http://www.bbc.co.uk/health)

British Heart Foundation: [www.bhf.org.uk](http://www.bhf.org.uk)

British Dyslexia Association: [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

Bipolar Aware: [www.bipolaraware.co.uk](http://www.bipolaraware.co.uk)

British Deaf Association: [www.bda.org.uk](http://www.bda.org.uk)

Cancerbackup: [www.cancerbackup.org.uk](http://www.cancerbackup.org.uk)

Childline: [www.childline.org.uk](http://www.childline.org.uk)

City of Bath College: [www.citybathcoll.ac.uk](http://www.citybathcoll.ac.uk)

Connexions West of England: [www.connexionswest.org.uk](http://www.connexionswest.org.uk)

Cystic Fibrosis Trust: [www.cftrust.org.uk](http://www.cftrust.org.uk)

Defeat Depression: [www.depression.org.uk](http://www.depression.org.uk)

Dyslexia Institute: [www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)

Dyspraxia Foundation: [www.dyspraxiafoundation.org.uk](http://www.dyspraxiafoundation.org.uk)

Direct gov: [www.direct.gov.uk](http://www.direct.gov.uk)

Disability Rights Commission: [www.drc-gb.org](http://www.drc-gb.org)

Disabled Students Allowances: [www.dfes.gov.uk/studentssupport](http://www.dfes.gov.uk/studentssupport)

Department for Education and Skills: [www.dfes.gov.uk](http://www.dfes.gov.uk)

Diabetes UK: [www.diabetes.org.uk](http://www.diabetes.org.uk)

Eating Disorders Association: [www.edauk.com](http://www.edauk.com)

Epilepsy Action: [www.epilepsy.org.uk](http://www.epilepsy.org.uk)

Hearing Voices Network: [www.hearing-voices.org](http://www.hearing-voices.org)

4Health: [www.channel4.com/health](http://www.channel4.com/health)

Mental Health Foundation: [www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)

Macmillan Cancer Relief: [www.macmillan.org.uk](http://www.macmillan.org.uk)

Manic Depression Fellowship: [mdf.org.uk](http://mdf.org.uk)

Mind: [www.mind.org.uk](http://www.mind.org.uk)

National Self-Harm Network: [www.nshn.co.uk](http://www.nshn.co.uk)

National Phobics Society: [www.phobics-society.org.uk](http://www.phobics-society.org.uk)

No Panic: [www.nopanic.org.uk](http://www.nopanic.org.uk)

NHS Direct: [www.nhsdirect.nhs.uk](http://www.nhsdirect.nhs.uk)

National Autistic Society: [www.nas.org.uk/.uk](http://www.nas.org.uk/.uk)  
NaSEND: [www.naSEND.org.uk](http://www.naSEND.org.uk)  
National Attention Deficit Disorder Information and Support Service: [www.addiss.co.uk](http://www.addiss.co.uk)  
National Society for Epilepsy: [www.epilepsynse.org.uk](http://www.epilepsynse.org.uk)  
Norton Radstock College: [www.nortcoll.ac.uk](http://www.nortcoll.ac.uk)

OCD Youth: [www.ocdyouth.info](http://www.ocdyouth.info)  
OCDUK: [www.ocduk.org](http://www.ocduk.org)  
OCD Action: [www.ocdaction.org.uk](http://www.ocdaction.org.uk)

Royal College of Psychiatrists 'Changing Minds' campaign: [www.changingminds.co.uk](http://www.changingminds.co.uk)  
Royal College of Psychiatrists: [www.rcpsych.ac.uk/mentalhealthinformation.aspx](http://www.rcpsych.ac.uk/mentalhealthinformation.aspx)  
Rethink (formerly the National Schizophrenia Fellowship): [www.rethink.org](http://www.rethink.org)  
RNID: [www.rnid.org.uk](http://www.rnid.org.uk)  
Royal Association for Deaf People: [www.royaldeaf.org.uk](http://www.royaldeaf.org.uk)  
Road to Higher Education: [www.aimhigherwest.org.uk](http://www.aimhigherwest.org.uk)  
RNIB: [www.rnib.org.uk](http://www.rnib.org.uk)

Stressbusting: [www.stressbusting.co.uk](http://www.stressbusting.co.uk)  
Samaritans: [www.samaritans.org.uk](http://www.samaritans.org.uk)  
Sane: [www.sane.org.uk](http://www.sane.org.uk)  
Shift: [www.shift.org.uk](http://www.shift.org.uk)  
Skill: The National Bureau for students with Disabilities: [www.skill.org.uk](http://www.skill.org.uk)

UCL Institute of Health: [www.ich.ucl.ac.uk](http://www.ich.ucl.ac.uk)

Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)  
Young People and Self-Harm: [www.selfharm.org.uk](http://www.selfharm.org.uk)