



Midsomer Norton Schools Partnership

Issued:	September 2025
Review:	Term 1 annually
LST:	AWI/SAD

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.

[Ansford Academy](#)

[Beechen Cliff](#)

[Bucklers Mead](#)

[Clutton](#)

[Critchill](#)

[Dundry](#)

[Farrington Gurney](#)

[Frome College](#)

[Hayesfield Girls' School](#)

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[High Littleton](#)

[Knowle DGE Academy](#)

[Leigh-on-Mendip](#)

[Longvernal](#)

[Midsomer Norton](#)

[Norton Hill](#)

[Norton Hill Primary](#)

[Notton House Academy](#)

[Oakfield Academy](#)

[Peasedown St John](#)

[Preston School](#)

[Pyrland School](#)

[Shoscombe](#)

[Somerset Studio School](#)

[Somervale](#)

[Soundwell Academy](#)

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

[St John's](#)

[St Julian's](#)

[St Mark's](#)

[St Mary's](#)

[St Matthias Academy](#)

[Trinity Church School](#)

[Trinity School Frome](#)

[Welton](#)

[Westfield](#)

[Writhlington and Somerset Studio School](#)

[Appendix 2 – 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 in each school will be responsible for monitoring the effective implementation of the policy over time.
- The SENDCo in each school 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 in appendix 1 to this policy: [*Special Educational Needs Procedures*](#).
- 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 who are in a mainstream setting 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, where possible, 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 or other similar system if in a specialist setting.
- 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 Midsomer Norton School Partnership 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.
- MNSP mainstream settings and specialist settings work closely together to share expertise and best practice.

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)

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.
PMLD	Profound and Multiple Learning Disability	Individuals who have more than one disability, with the most significant being a profound learning disability.
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 school's 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:

Students 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.

SEN Stage	Code	Description	Support at this stage
SEN Support	K	School based and external agency intervention	Student receives support within school time & resources. May include TA support in the classroom or additional intervention support for literacy, learning or social needs. Support is recorded on a Student provision plan, updated regularly and shared with parents. Additional input may also be sought from an external professional agency, for example – LA agencies, CAMHS Service, Social Care Services etc. 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.
Request for Statutory Assessment	Q	School request to the LA for a Statutory Assessment	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 K.
Education, Health and Social care plan	E	EHC Plan	EHC Plan identifies SEN needs, provision & 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 Annual Review involving key staff is completed each year to review the plan



AIMS

Ansford Academy is committed to raising the aspirations for all students with special educational needs and disabilities (SEND) through maintaining high expectations in all areas of school life. We recognise the entitlement of all students to a broad and balanced curriculum met through inclusive and adaptive teaching. We are committed to ensuring appropriate provision will be made for all students with SEND, with reasonable adjustments made in line with students needs as set out in the SEND code of practice and school behaviour policy.

Specifically, we aim to:

- Provide a broad, balanced and ambitious curriculum.
- Where resources allow, provide a differentiated curriculum appropriate to each individual's needs and ability, including the delivery of specific supports and interventions.
- Ensure the identification of all students requiring SEND provision as early as possible in their school career.
- Ensure that students with SEND take as full a part as possible in all school activities.
- Ensure that parents of students with SEND are kept fully informed of their child's progress and attainment.
- Ensure that Students with SEND are involved, where practicable, in decisions affecting their future SEND provision.

ROLES AND RESPONSIBILITIES

SENDCO: Mrs Rebecca Wood

Deputy SENDCO: Ms Jade Radford-James

SEND Governor: Mrs Rachel Laurie

Link to local offer: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

RESPONSIBILITIES OF THE SENDCO

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

- Overseeing the day-to-day operation of the Policy
- Strategic oversight and co-ordination of the provision for students with SEND
- Strategic oversight of developing our weakest readers.
- Liaising with, and giving advice to, fellow teachers
- Managing Teaching Assistants
- Overseeing students' records
- Liaising with parents
- Making a contribution to CPD
- Liaising with external agencies, LA support services, Health and Social Services, Personal Advice/Careers Services, and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for students with SEND, contribution to the assess, plan, do, review cycle (Graduated Response) and understanding of EHCPs
- The commitment required by staff to keep the SENDCO well informed about students' progress
- Mechanisms that exist to allow teachers access to information about students with SEND
- What constitutes a 'level of concern' and at which point intervention is initiated
- Mechanisms that exist to alert the SENDCO to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEND provision

Additionally, parents must be given clear guidance to the means by which they can contribute to coordination, and how they can provide additional information when and if required.

EARLY IDENTIFICATION

Early identification of students with SEND is a priority. The Academy uses appropriate screening and assessment tools, and ascertains student progress through:

- Information from primary schools
- Evidence obtained by teacher observation/assessment.
- Their performance judged against level descriptors.
- Standardised screening or assessment tools.
- Reports or observations
- Information from parents
- Information from the student
- Internal exam results
- External exam results

On entry to the Academy each student's attainment is assessed. For students with identified SEND the SENDCO, in collaboration with other staff, will:

- Use information from the primary school to shape the student's curriculum and pastoral provision in the first few months
- Identify the student's skills and note areas that require support
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, in order to plan next steps in learning
- Ensure students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve students in planning/agreeing their own targets
- Involve parents in a joint home-school learning approach

THE RANGE OF PROVISION

The main methods of provision made by the Academy are:

- Full-time education in classes, with additional help and support by subject teachers through adaptive teaching as part of high quality teaching.
- Periods of withdrawal to work with a teaching assistant or in an identified intervention programme.
- In-class support with adult assistance
- Support and advice from specialists based outside the Academy
- Use of alternative education providers to supplement learning at school or to re-engage students into the school environment.

MONITORING STUDENT PROGRESS

Teachers make regular assessments of progress for all students. Progress of students with SEND is monitored alongside the report cycle by the SENDCO together with Heads of Department. This process identifies students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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

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

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Equals or improves upon the student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour
- Is likely to lead to Further Education, training, and/or employment

Where teachers decide that, despite high quality teaching and a range of interventions, as guided by Somerset's graduated response tool, a student's learning is unsatisfactory, the SENDCO will work with the teachers in consultation with parents to identify strategies to improve the rate of progress. Where necessary external sources of support will be considered.

NATURE OF INTERVENTION

Where a student is identified as having SEND, the Academy will take action to remove barriers to learning and put effective special educational provision in place through a graduated response. This will be monitored regularly.

REQUESTING AN EDUCATION, HEALTH AND CARE PLAN (EHCP) ASSESSMENT

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the Academy having taken relevant and purposeful action to identify, assess and meet the student SEND needs, yet the student has not made expected progress, the Academy will consider requesting an EHCP assessment. Parents and the student will be fully involved in this process.

REVIEWS OF EDUCATION, HEALTH AND CARE PLANS (EHCPs)

EHCPs must be reviewed annually. The aim of the review will be to:

- Assess the student's progress in relation to the targets
- Review the provision made for the student in the context of the Academy Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHC Plan in relation to the student's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

From Year 9 onwards, particularly for those with Education, Health and Care plans, the Academy is involved in the planning for a student's 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 Academy also ensures that all reviews for Service children with SEND explicitly consider any Service related issues which are relevant to the outcomes of those reviews.

EVALUATING SUCCESS

The success of the Academy's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by the SENDCO and senior staff
- Analysis of student tracking data and test results
 - for individual students
 - for cohorts
- Consideration of each student's success in meeting targets
- Regular monitoring of procedures and practice by the SEND Governor
- School self-evaluation
- The School Improvement Plan (SIP)/SEND Improvement Plan.

We set targets matched to a set of specified aims to provide indicators against which progress can be measured. In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Students
- Governors
- External professionals

Where support and interventions have been successful and have enabled a student to make progress, students may no longer require SEND support. In these instances, it may be decided that students are removed from the SEND register. This will take place in consultation with the student and their families and systematically monitored and reviewed.

INVOLVING SPECIALISTS

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, the Academy will consider involving specialists.

The SENDCO and teacher, together with the specialists, and the student's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the student's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

The Academy recognises the important contribution that external support services make in assisting to identify, assess, and provide for students with SEND. When it is considered necessary, colleagues from the following support services will be involved with students with SEND:

COMPLAINTS PROCEDURES

The Academy's complaints procedure is outlined on the Academy website.

POLICY REVIEW

This policy will be reviewed annually. The next review is due July 2025.



Beechen Cliff – SEND Procedures

- **SEND Coordinator (SENDCO) : Joanna Blair**
- **Local Offer Report** <https://liverpool.gov.uk/special-educational-need-or-disability-send>
- **SEND Governor: Gabby Akbar**

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, Gabby Akbar, is responsible for monitoring the quality assurance of SEND provision and raising awareness of SEND issues at governing body meetings.

The SENDCO manages the SEND team consisting of:

- SENDCO
- Assistant SENDCO
- Numeracy Intervention Lead
- Literacy Intervention Lead
- Lead Teaching Assistants in each year group
- Emotional Literacy Support Assistant
- Speech and Language Lead
- Teaching Assistants

Teaching Assistants work with whole classes, small groups and at an individual level to provide support for pupils with SEND. Some of the teaching assistants work with specific pupils with high needs whereas others work within year groups supporting a wider range of pupils and needs. Teaching is undertaken by qualified teachers.

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 SEND policy
- Coordinating provision for children with SEND
- 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
- Contributing to the in-service training of staff

Our Ambition for SEND Learners at Beechen Cliff School

At Beechen Cliff School we are ambitious for all our pupils and strive to support them so that they can achieve their aspirations and become well-rounded, confident and compassionate individuals who go on to live fulfilled lives and make a positive contribution to society. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some pupils there are occasions when additional support may be needed to help them fully access the learning environment and achieve their potential.

Our aim in the Learning Support Centre is to remove any barriers to learning and equip pupils with the

skills to become confident in the management of their special educational needs; to become independent learners and to achieve their potential.

The vast majority of pupils and pupils on the SEND register will study the same curriculum as their peers. Where a pupil has significantly greater difficulty in learning, a modified curriculum may be put in place to help pupils to close any learning gaps and prepare for and succeed in their GCSEs. In addition to this, pupils may receive other personalised interventions linked to their particular needs.

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. All pupils carry out Cognitive Ability Tests (CATs) as well as a Reading Age assessment (NGRT) on entry to the school.

- From Year 7, a continuum of support is provided based on the following information:
- Information received by the SENDCO and Heads of Year during transition meetings as new pupils join the school.
- Regular data collection points from internal assessments.
- Further Reading Age assessments which are taken by all pupils on entry and at least annually until the end of Year 9. For those in Years 10-11 whose reading age is below their actual age, reading tests continue until their reading age matches their actual age.
- Issues/concerns raised by pupils themselves, parents and/or staff
- Social, Emotional or Mental Health needs are mainly managed via the Heads of Year and the school's Conduct Support Officer. If a pupil'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 consultation with parents and other professional agencies.
- The SENDCO regularly updates the SEND support register. All pupils on the Register have an 'SEND Stage' that identifies their level of need.

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

Provision

It is recognised that high quality teaching, appropriately adapted or 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:

- Adaptations to learning within lessons such as scaffolding. This is led by the teacher in their planning and supported by Teaching Assistants.
- Support is provided for pupils with an Education, Health and Care Plan (EHCP) in line with their identified needs and provisions as outlined in their EHCP.
- One to one/small group intervention working on structured programmes. Interventions include: touch-typing, handwriting, literacy, numeracy, language and social 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 or tutor period per week in agreement with parents and subject teachers.
- Liaison with subject teachers and curriculum departments to enable all pupils to access the learning environment appropriately. The SENDCO and TA team offer advice and support across the school to adapt/differentiate or personalise resources for pupil use. This ensures that all pupils have appropriate work and resources available to support their learning in all subjects.
- An Achieve Curriculum for Year 7 with significant literacy difficulties which includes a synthetic phonics reading programme taught by the SENDCO.
- In Year 8-9, some pupils receive additional literacy and study skills. Instead of learning two Modern Foreign Languages, these pupils learn one.
- In Year 10 and 11, some pupils have literacy, numeracy 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 for individual pupils.
- The allocation of a key worker for pupils with an EHCP, 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 to or from the school.
- Support for homework and personal organisation is provided through a daily after school homework club in the school library.
- Mentoring sessions with a Teaching Assistant or 6th form mentor.
- Pupils who may be eligible for access arrangements in public exams are identified and tested by our Specialist Assessor for Exam Needs.
- Where needed, staff accompany pupils on trips or visits, either acting as an additional member of staff or to provide specific support for pupils with special educational needs. Encouraging all pupils to participate in trips and visits is an important part of the school's inclusive ethos.
- Additional provisions are added as the differing needs of individuals on roll arise.

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 Fossey School. Beechen Cliff commissions the service of an Occupational Therapist and Educational Psychologist to support further understanding and identification of a pupil's needs. 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 and who may have special educational needs.

Monitoring

The SEND register acts as a record of all pupils with SEND and/or a disability. This is reviewed regularly and held electronically and all staff have access to it. A summary of the needs and appropriate strategies for pupils with an EHCP 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 have an Annual Review where the plan is reviewed in detail, and actions are identified for the coming year.

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 <https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send>

There are also 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. The Parent Partnership Service for BANES families can be accessed using the following link:

<https://sendiasbathnes.org.uk/>

The SEN Policy will be reviewed annually.

Next review: Term 6 (July 2025)

SENDco: Su Perkins

Deputy SENDco: Ian Rowland

Contact details: senco@bucklersmeadacademy.com

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs and/or Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN
- Follow the academies' Visions and Values to guide our practice.

An Inspiring Education for All

Vision and Values

At Buckler's Mead Academy, we believe in 'An Inspiring Education for All'

Buckler's Mead Academy 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' achievements.
- Support all students to excel by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents.

Objectives: In practice, we will

- **Seek to identify the needs of students with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services (and feeder schools) 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 Coordinator (SENDco).
- **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 that they are able to reach their full potential.
- **Make appropriate provisions** to overcome barriers to learning and ensure students with SEND have full access to the National Curriculum. This will be coordinated by the SENDCo and the Learning Support Department. Students will be carefully monitored and regularly reviewed.
- **Work with parents** 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 in support of outside agencies** when the student's needs cannot be met by the school alone. Buckler's Mead Academy can receive further support for example, from the 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.

Legislation and guidance

Buckler's Meads policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 0-25 and the following legislation:

- Part 3 of the Children and Families Act 2015, 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 (SENDCOs), and the SEN information report
- Equality Act 2010 sets out how schools must try to identify and help assess children with special educational needs and disabilities. If a child has an EHC Plan these must be reviewed annually.

Development and Consultation of the SEND Policy and Information report.

On an annual basis, the SENDCO will consult with the following stakeholders to develop the SEND Policy and Information Report.

- Parental Body
- Midsomer Norton Schools Partnership
- The teaching staff and Senior Leaders at Buckler's Mead Academy
- External agencies who help to monitor and advise on SEND e.g. Support Services for Education.

Arrangements for Coordinating & Resourcing SEN Provision

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

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

- The Buckler's Mead Academy SEND Policy and Information Report.
- A copy of the full SEND 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 SENDS Local Offer. [Somerset's SEND Local Offer](#)

By accessing the above, every staff member will have complete and up-to-date information about all students with special needs and their requirements; enabling them to provide for the individual needs of all students. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

The SENDCO and 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 SEN and SEN teaching. This is done through INSET days, trust-wide training, and bespoke training offered as required. This ensures 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 (e.g. Teaching Assistants) are deployed effectively to ensure that students can access the curriculum and help to differentiate and/or scaffold where necessary alongside the class teacher.
- Inclusion boxes are available to use by both teachers and students in all classrooms.
- 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.
- Following Assess, Plan, Do, Review (APDR) cycles for learners who have/may have SEND.

• 3

Roles and responsibilities

The SENDCO

The SENDCO is Mrs. S Thompson. The deputy SENDCO is Mr. I Rowland.

They will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN 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 Students with SEN, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that Students with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN 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 SEN up to date

The SEN Governor

The SEN Governor is Mr. A Williams, he will

- Help to raise awareness of SEN issues at Local Governing Board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

The Head teacher

Mr. M Lawrence as Headteacher will:

- Work with the SENDCO and SEN 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 SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every student 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 SENDCO to review each Student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

4

Admission Arrangements

Please refer to the information contained on the website.

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans, and those without. Please refer to the information contained in our school prospectus.

Students with EHCPs will be assessed by the SEND team at county hall 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 to aid transition will be offered.

Parents / Carers

We encourage parents/carers to be fully involved in their child's learning and progress. This can be completed through

- Meet the Tutor evenings / Parent evenings
- Progress reports issued three times per year
- Contributing to and editing their child's Pupil Passport.
- Following the APDR processes
- Completing and contributing to SEND reviews both internally and where appropriate for external agency support.
- Learning support department parent review meeting.

- **External Agencies**

There are times when Buckler's Mead Academy will seek support and guidance from external agencies to help individual learners and improve school practice and knowledge about inclusion. External agencies we often connect to are;

Mental Health in Schools Team (MHST) and Young Somerset. [Mental Health Support Team \(Schools\) | Young Somerset](#)

- The Educational Psychology Service (EPS) [Educational Psychology Service \(somerset.gov.uk\)](#) · Child and Adolescence Mental Health Service (CAMHS) [Somerset CAMHS - CAMHS \(somerseft.nhs.uk\)](#)
- Support Services for Education [Learning Support Team | Support Services for Education](#) · Autism and Communication Service [Somerset Autism Spectrum Service | Somerset NHS Foundation Trust \(somerseft.nhs.uk\)](#)
- Inclusion support line for professional advice

Complaints about SEND

In the first instance, you should contact the school SENDco or Deputy SENDco. You can do this by;

1. Call the school office on 01935 424454 and ask to speak to the Learning Support Base.
2. Email directly to the SENDco by using the email senco@bucklersmeadacademy.com
3. Email the main office at office@bucklersmeadacademy.com and mark it F.A.O Mrs. Thompson
4. You can write a letter, please find the school address on our Website.

Please also see the school complaints procedure found on the school website.



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 : Anne Stone

Learning Support Assistants : Nicola Evans
: Angie Willcox
: Steph Wills
: Kate Webber
: Fran Anthony
: Lorraine Appleyard
: Teresa Gronowicz

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 Education 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 Education Health and Care Plan.

An Education 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.

4.7 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
- Fosseway Special School
- The LA
- Specialist Services
- Educational Welfare Office
- Social Care



SENDco - Emma West

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 pupils' 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: cgordon@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/>



Roles	Responsibilities
SENDco	Anne-Marie Maggs The SENDCO is responsible for: • Daily implementation of the SEND policy • Coordinating provisions for children with SEND • Liaising with and advising staff on SEND issues • Updating the SEND provision maps • Over seeing record of SEND pupils • Contributing to the in service training of all staff • liaising with parents and external agencies and transferring of schools • Coordinating and developing school based strategies for the identification and review of children with SEND • Monitoring progress of children on the SEND register
SEND Governor	Ruth Noall On behalf of the governors is responsible for: • Monitoring the provision of SEND • Reviewing the policy annually and consider any amendments • Challenge the school and its members to secure necessary provision for any pupil identified with SEND • Ensure that children with SEND are admitted to the school in line with the admissions policy
All School Staff	The staff at Dundry are responsible for: • Working towards the aims and objectives of this document by using school procedures for identifying, assessing, and making provision assessable for pupils with SEND • Provide appropriate support for children • Plan for children's full participation in learning and physical and practical activities • Support children to manage their own behaviour and take part in learning effectively and safely • Develop appropriate and measurable targets for children's individual plans

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

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 causal 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 Fosseyway 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).

➤ **Local Offer Report** <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

➤ **SEND Governor: Gayle Willmott**

Responsibilities

The named person responsible for coordinating provision for pupils with Special Educational Needs is William Owsley, (SENCO). The Link Governor, Gayle Willmott, is responsible for monitoring the quality assurance of SEND provision and raising awareness of SEND issues at governing body meetings.

The SENCO manages the SEND team consisting of:

- SENCO
- Assistant SENCO (Rebecca Beveridge)
- Teaching Assistants
- Exam Access Co-ordinator

Teaching Assistants work with whole classes, small groups and at an individual level to provide support for students with SEND. Some of the teaching assistants work with specific students with high needs whereas others work within year groups supporting a wider range of students and needs. Teaching is undertaken by qualified teachers.

The responsibilities of the SENCO (Code of Practice (2015) 6.90):

The key responsibilities of the SENCO may include:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND
- 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
- Contributing to the in-service training of staff

Our Ambition for SEN Learners at Frome Community College

At Frome Community College we are ambitious for all our pupils and work with them and their families to help them achieve their best. Many of our KS4 students stay with us into KS5 and many steps are taken to support them through their learning journey. Quality teaching is vital and staff receive regular training and support to help meet the needs of our students and remove any barriers to learning.

Our ambition is for our pupils to become confident independent learners and to achieve their potential, whatever their special educational need.

The vast majority of pupils and pupils on the SEND register will study the same curriculum as their peers. Where a pupil has significantly greater difficulty in learning, a modified curriculum may be put in place to help pupils to close any learning gaps and prepare for and succeed in their GCSEs. In addition to this, pupils may receive other personalised interventions linked to their particular needs.

Identification of pupils with SEND

In line with the SEND Code of Practice (2014), to help identify and assess students who may have Special Educational Needs, one or more of the following may apply: a) Evidence from teacher observation and assessment. b) Current performance against expected attainment may be causing concern. c) CAT screening for spikey profiles and potential. d) Behaviour tracking. e) Standardised screening or assessments. f) Parental concern. g) Medical diagnosis – including multi-agency assessments.

Provision

Students' needs are outlined on Individual Pupil Passports. Students who are designated SEN support (K) have a Pupil Passport which students and teachers use to differentiate learning and support. We operate a graduated response of Assess, Plan, and Do, Review, which provides more structure and support, which are tailored to students' specific needs. Parents are invited to termly or yearly review meetings. All staff responsible for teaching the students receive a copy of the Pupil Passport and a link to the Provision Map to provide a comprehensive picture of a student's learning needs. The review will show short-term targets set for students and strategies to support their learning; teaching staff are informed of these targets.

At Frome College we adopt a graduated response to meeting the special educational needs that require the initial use of classroom and school resources before bringing expertise to help address the difficulties that a student is experiencing. All teachers are responsible and accountable for the progress and development of the pupils in class and as such will provide quality first teaching within their classroom, differentiated as appropriate relating to a broad and balanced curriculum. If students require further support, they may receive interventions and will be placed on SEN Support (K) and have a Pupil Passport. Certain students may have significant difficulties and will require a greater level of support and intervention. These students are classed as Higher Needs and appropriate funding may be sought for this purpose. Students with a significant level of need will require an application to County for an Educational Health and Care Plan.

- 1) In class support.
- 2) Short -term targeted interventions.
- 3) Learning Hub - Teaching classroom and four intervention rooms.
- 4) Lifts in Northcote and Futures Buildings.
- 5) Ramped access in certain areas.
- 6) Designated Medical Rooms with hoists, adjustable bed, and toilet.
- 7) Accessible toilets.
- 8) Interventions for Literacy, Numeracy and Emotional Literacy.
- 9) Automatically controlled doors.
- 10) The base delivering bespoke support and counselling (as of September 2022)

All students are encouraged to be fully integrated into every aspect of college life as possible, both academically and socially. Teachers will respond to student's special educational needs by using a range of strategies. Lessons will have clear learning objectives; work will be differentiated appropriately, and assessment used to inform the next stage of learning. Extra support for students in classes is provided, where necessary, by a member of the Learning Support team. On occasions, a student may be withdrawn from a lesson so that they can receive more intensive support from a member of the team or visiting specialist. This takes place in the Learning Support classrooms and may be one to one or part of a group. The college is aware of the sensitivities of this strategy for a student and will always explain to the student the reason for any withdrawal from lessons. Parents/Carers will be informed.

Monitoring

The success of the college's special educational needs policy is measured by the quality of education received by individual students and the progress made in relation to their difficulties. This is achieved through the review process which includes feedback from all key stakeholders, a reflection of academic results and qualifications and updating the Pupil Passports which are then shared with staff and parents. Students' statements reflecting their coping skills and enjoyment are useful indicators of success. Other indicators include improvements in Numeracy and Literacy skills, attendance rates and the number of SEND students continuing in Post 16 education. The SENCO is line managed by the Vice-Principal. They meet regularly to review procedures and outcomes for students with special educational needs. To assist the Governors in reviewing provision, the SENCO meets the SEND Link Governor and reports regularly to the Governing Body.

Parents and Carers

Frome College recognises and values the importance of parental involvement in all aspects of special educational needs and is committed to an effective Home School Partnership. Frome College uses Provision Map to share pupil passports with parents and to communicate directly with the SEND team and vice-versa. The college is always pleased to meet with parents and the SENCO is available at all Parents' Evening by appointment. In addition, the hub holds an open event after school once a term

for a drop-in session.

Parents are consulted at each stage in the identification assessment and provision for special educational needs. This is triggered by students achieving below expectations – despite quality first teaching interventions or through parental concern or request. Parents are encouraged to take an active role in the planning and review of their child's support. Parents of students identified as requiring SEND support will be invited to meetings as and when required to review their child's needs.

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 Somerset Local Offer, go to <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

There are also 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.

SEND Coordinator (SENDCo): Kath Grayley

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 them from making use of facilities 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 adapt learning 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 other relevant Hayesfield Policy and Local Procedures which can be found on the school website, under Information, School Policies and Local Procedures. Additionally, Hayesfield's Local Offer provides useful information for parents/carers on the School website. A copy of it is located here: [Hayesfield SEND Local Offer](#)

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 Kath Grayley (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 Assistant Headteacher Inclusion line manages the SENDCo, with the Deputy Headteacher Quality of Education overseeing the monitoring the progress of SEND students. 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. They assist in reviewing the school's policy on provision for students with SEND and ensure that Parents/Carers have confidence in this provision.

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

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.

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 Department 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 techniques, which will enable students to take full advantage of the curriculum provided. (See Appendix 3).

The Department involves parents/carers at all stages of provision. Regular review meetings are held to discuss needs and identify suitable action. Parents/Carers are encouraged to support their children and work with them at home as part of the Individual Educational Plans.

The Department liaises and works closely with all subject departments/faculties, and with external support agencies in order to provide the best possible provision tailored to meet individual student needs.

1. Subject Department/Faculties

Subject Department/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/Carers
- 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 Learning Support Department 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/Carers. 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 Department 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 needs.

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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. Departments/Faculties will provide subject intervention and support.

Students who need provision beyond the support of a subject teacher may be referred to the SEND team for extra support. 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, 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/carer/carer/carer/carer. Students are advised to come to the homework club as part of the LEAP programme in Period 6.

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 Year 6 to 7
- KS2 SATS scores received August
- Reading Test taken at the start of Year 7

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 Department's procedures.

Where cognitive difficulties are concerned, it is recognised that Norm reference testing should not be the sole criterion; however such testing does provide a measure of progress and added value. Thus the **Bedrock Reading Test** is used along with other tests as appropriate, to measure progress. Students 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 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 Google drive and highlighted in My Classroom for teachers.

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

There is a weekly SEND Bulletin that provides up to date information on student needs.

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

Where staff have video clips that are not subtitled, we provide scripts to make them accessible.

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/carers are contacted to advise on this. This may be a faculty based intervention or a SEND intervention or both.

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.



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)

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/carers 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.



SENCo – Mrs Claire Richardson

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 SEN gets the support they need whilst also engaging in the activities of the school alongside children who do not have SEN.

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 SENCO
- 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 SENCO will:

- oversee the day-to-day operation of the school's SEN policy
- maintain the SEN 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 SEN register and liaise with parents, where needed, to support the class teacher
- attend training and SENCo 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 SENCO
- liaise with the SENCO to ensure all procedures regarding SEN provision and practice are carried out fully
- keep the governing body informed of developments with SEN
- ensure that the quality of teaching for children with SEN, 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 SEN provision
- nominate a specific governor who will adopt a monitoring and liaison role for SEN
- ensure that the school's arrangements for assessing and identifying child's 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 child's.

Disabled Children

Many children who have SEN 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 SEN. Where a disabled child requires special educational provision they will also be covered by the SEN 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, 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 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 SEN. 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 SEN. 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 SEN. 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 SEN.

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 SEN. 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 SENCO 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 SEN support should take the form of a four-part cycle:

Assess

In identifying a child as needing SEN 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 SEN, 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 SENCO should contact them if the parents agree.

Plan

Where it is decided to provide a child with SEN support, the school will discuss this with the parents. The teacher and the SENCO 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 SENCO, 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 SEN 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 SEN 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 SEN 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 SEN at High Littleton
- special educational provision for children at High Littleton
- arrangements for identifying and assessing children's SEN
- the admissions of disabled child's and access arrangements that are in place
- specialist services
- transition arrangements for children with SEN
- 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 SEN 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 SEN 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 SEN 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 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 SEN. 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.

Staff and Governors of the Academy believe that young people at Knowle DGE will **DISCOVER** new learning opportunities and experiences at Knowle DGE. We will **GUIDE** each student towards these learning opportunities and in doing this are confident that each student will **ENJOY** their learning experiences at Knowle DGE. In order to succeed, we aim to encourage every individual at our Academy to develop **BELIEF** in themselves to aim higher, to **REPECT** themselves, others and their Academy and take **RESPONSIBILITY** for their decisions and actions.

We recognise that we are **ALL EQUAL** and deserve the very best. We recognise that we are **ALL DIFFERENT** in the ways we learn and interact. We recognise that we can **ALL ACHIEVE TOGETHER** – as a Academy Community, as a student within the community and as a parent/carer. Knowle DGE Academy is within the Bristol Local Offer which can be found at <https://www.bristol.gov.uk/web/bristol-local-offer>.

Introduction

Knowle DGE is a Special Academy for pupils with an EHCP. We are part of Midsomer Norton Schools Partnership and work in close partnership with the other Academies in the SEND Hub. The Academy accepts pupils from Key Stages 1 to 5 with a wide range and complexity of need, including Social, Emotional and Mental Health, Moderate Learning Difficulties and pupils on the Autistic Spectrum and with Speech Language and Communication Needs.

As an Academy we:

- Ensure that all young people have access to good or outstanding teaching
- Provide a differentiated curriculum in order to meet the needs of the learners at Knowle DGE
- Check on the progress of the young people and identify, plan for and deliver any additional support the young people may need
- Provide personalised learning, which may include using additional providers, personalised timetables and use of specialist advice
- Work closely with multi-agencies in order to be able to support the young people as best we can
- Provide up to date CPD for our school staff to ensure pupils needs are catered for.

Who can I speak to about my child's special educational needs?

All teaching and support staff are trained in meeting the needs of pupils with SEND.

Learning Facilitators

Learning Facilitators work within class on a full time basis. They support the young people in their learning and support the teacher in delivering the lessons. Learning Facilitators also run some intervention groups. There is also intervention learning facilitators who support across the academy.

Tutors

Each young person belongs to a tutor group. The tutor and Learning Facilitator will be the first points of contact to discuss any issues surrounding the SEND of those pupils.

Heads of School

There are three departments known as 'Schools' on site: Lower, Middle and Upper School. Each area is led by a Head of School. Heads of School oversee the pupils within that department. Should you wish to speak to the Head of School you can telephone in the first instance, or make an appointment if you would prefer. Heads of School can also support in meetings with Tutors.

SENDco

At Knowle DGE there is a member of the Leadership team with SENDco responsibilities who will be available to discuss any issues that cannot be resolved by the Tutor or Head of Hub, or that need further support.

The SENDco is responsible for:

- Managing the support for the young people with SEND and/or disabilities at Knowle DGE. The SENDco will oversee that pupil's needs with SEND are met.
- Coordinating all the support for young people with special educational needs (SEN) and or disabilities, and developing the Academy's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Making sure that the Governing Body is kept up to date about issues in the learning centre relating to SEND.
- Following a graduated response appropriate to the needs of the individual.
- Overseeing the annual review and ECHP processes

SEND Academy Councillor

The SEND Governor is responsible for:

- Making sure that the Academy SEND provision is in line with MNSP policy.
- Making sure that the Academy has appropriate provision and has made necessary adaptations to meet the needs of all young people in the Academy.
- Understanding and monitoring the support given to young people with SEND in the Academy.
- Reporting to the full Governing body

How will the curriculum be matched to my child's needs?

At Knowle DGE the curriculum is differentiated to meet the needs of our learners. Within classes, teachers differentiate by work given, support and teaching styles used in order to best meet the needs of the learners at Knowle DGE. Learning bases are set up to best support pupils with SEND. This also means there is a wide range of courses on offer varying from life skills to GCSEs.

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all young people at Knowle DGE. Financial assistance via the school's Pupil Premium allocation, where possible, is available to ensure access to all activities where payment is needed.

For activities out of school, risk assessments are carried out, and procedures are put in place to enable all young people to participate. If it is decided that 1:1 support is required to support a child when offsite, parents/carers or other staff may attend as an additional adult.

How will my child's progress be assessed and how will I know how well my child is doing at Knowle DGE?

Each pupil's progress is monitored both academically and against their individual EHCP outcomes. PLIMS are reviewed by class staff every long term, these plans have coverage taken from provisions in a student's EHCP, multi professional advice, pupil and parent/carer voice.

Tutors, subject teachers or Heads of School are happy to discuss individual pupils progress. Each tutor will send a newsletter home at the end of the term which will have information about upcoming events as well as academic, behaviour and attendance achievements of the class.

Classes and Hubs also run regular coffee mornings which provides an opportunity for parents and carers to drop in to see how well their child is doing. There is a school parent group available weekly that is ran by our intervention team.

Personal Support Plans are updated at least three times a year and parents and carers are welcome to come to the academy to participate in this. There is also a parent/carer evening in Term 2, and full reports are sent home in Term 6. EHCPs are reviewed annually and parents/carers are invited in to school to participate in that review.

What specialist services can the school access?

We have access to a very wide range of specialist services as follows:

Educational Psychologists

We can refer externally to Occupational Therapists

CAMHS

School Nursing Team, Paediatricians and GPs

Speech and Language Therapist

Empire Fighting Chance

Drama therapy

Music Tutors

Off the Record

Within the Academy we have staff to deliver 1:1 academic intervention, speech and language interventions, therapeutic work and group or individual Nurture sessions.

What support will there be for my child's wellbeing?

Each tutor provides pastoral care during morning registration every day as will the LF (Learning Facilitator) who is with the young people throughout the day. At Knowle DGE we have a team of support staff who provide social and emotional support and work on specific areas with the young people. This team is known as our 'Nurture Intervention Team (NIT).

Every student has access to Ways of Wellbeing (WoW) lessons throughout the week which aims to improve students' skills and knowledge in five areas of wellbeing: giving, keep learning, be healthy, me in my environment and connect. Knowle DGE has the Nurture kite mark for being a Nurturing Academy. We have trained Nurture practitioners who see young people in groups to

provide additional support to develop social and emotional skills. The Academy has access to a wide range of professionals and can make referrals to other agencies in liaison with home.

Pupil Premium

Pupil Premium was introduced in April 2011 and is additional funding which is allocated to schools to work with pupils who have been registered for Free School Meals (FSM) at any point in the last six years (known as “Ever FSM 6”). Schools also receive funding for children who have been looked after continuously for more than six months or who have been adopted having been previously in care. You can see our Pupil Premium offer on the school website.

What training opportunities are there for staff supporting children with SEND?

Internally staff are trained and advised by the SENDCo and Strategic Leadership Team on issues relating to SEND. There is also whole school training for staff on SEND from external agencies. More specific SEND related training is matched to the needs of pupils in different departments, such as ASC training for staff that teach young people from Discovery Hub. Individual teachers, LFs, and Nurture attend training that is specific to their area.

How can I be involved in discussions about and planning for my child?

Parents and carers are welcomed to the informal meetings and discussions such as coffee mornings, but are also encouraged to attend meetings such as to update the Personalised Support Plans and Annual Reviews/Education Health Care Plan reviews.

What are the arrangements for transition into or out of Knowle DGE?

We recognise that each individual pupil requires a bespoke transition plan and so when we are named on an EHCP we work closely with the pupil, the parents/carers and the previous school to put in place the support needed to ensure a smooth transition. The package is dependent on the individual's needs and may include taster sessions, induction meetings and a personalised timetable. Likewise, when a pupil is moving to a new school we will work closely with them to ensure a smooth transition. Knowle DGE have a transition package that involves a 'transitions meeting' with professionals that are involved with individual pupils, a school tour, and an induction meeting involving parents/carers and key members of staff. See admissions policy for further information.

How do we consult with students?

Each pupil is encouraged to be actively involved in their education and we seek their contributions to annual reviews, PEPs and PSPs. We collect student voice via an annual survey and we have a Student Voice group with representatives from each hub which meets six times a year. The results of the survey and the discussions in the Student Voice group are acted upon accordingly. Senior Leaders complete 'Pupil Conferencing' three times a year to get a larger proportion of pupil voice surrounding different issues, procedures and events in school.

Who can I contact for further information?

If you wish to discuss any aspect of your child's education, please contact:

- Your child's Tutor
- Head of School or SENDCo

Key Staff

Alun Williams, CEO

Sophie Addison, Executive Headteacher

Kate-Lee Wells, Head Teacher

Nick Lee-Wells, Deputy Head Teacher

Matt Franzke, Assistant Head Teacher

Suzanne Nelson, Assistant Head Teacher

Jenny Hughes, Assistant Head Teacher

Nick Field, SENDCo

Heads of Schools

Lower School

Hannah Mash

Rob Baker

Middle School

Tamsin Karim

Craig Caradine

Upper School

Mark Scott

Matt Carrol

Jayne Townsend



SENDco – Mrs Gemma Smith

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

Leigh on Mendip School has a named SENDCO, Mrs Gemma Smith who is currently training for the Postgraduate Certificate in Special Educational Needs Coordination award. The SENDCO, along with the governors ensure that the Leigh on Mendip Special Educational Needs Policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies currently 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**

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 Leigh On Mendip school, we will 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, setting individual learning goals and plan effectively to meet these through an inclusive learning environment.

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 communication and 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 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
- Coordinating provision for children with SEND
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEND
- Both teachers and SENDCO liaise with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with local Middle so that support is provided for Y4 pupils should they prepare to transfer at this stage
- Liaising with local secondary schools so that support is provided for Y6 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
- Participating in progress meetings and through visits to classrooms, monitoring the progress of the children on the SEN 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 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 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 an effective impact on the child. The school will record the steps taken to meet the needs of individual children through the use of an APDR (assess, plan, do, review) 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 (through the graduated approach) 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 are 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 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 meet with the SENCO 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, usually within lessons to meet the needs of the child.
- Some group or individual support which may require children to work with an TA or teacher for specific interventions e.g. nesy, phonics catch up, oT support, play therapy, speech and language support.
- 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 3x per year to review the outcome of the APDR and discuss the new targets. Children with an EHCP will meet 6x per year. These meetings are held with both the class teacher and SENDCO

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 APDR 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 secondary school, the SENDCO from the secondary school will be informed of the outcome of the review and where appropriate will be invited to review the child's APDR. Strategies employed to enable the child to progress will be recorded within an Assess, plan do review, which will include information about:

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 specific targets set.
- The teaching strategies to be used
- The provision to be put in place
- The duration - weeks/frequency.
- Staff/pupil ratio
- Review/outcome
- Mid- point reviews are updated by teachers and shared with the parents. The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is going to be achieved and maintained.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is adapted 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 adapt 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. 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 headteacher and SENDCO meet to agree on how to use funds directly related to EHC plans.

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. 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 system in school and informs the headteacher. They are involved in supporting teachers and in drawing up APDR for children. The class teachers/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.



SENDco – Ruth Chilcott-Dean

Local Offer Report - https://www.midsomernortonschoolspartnership.com/uploads/pdf-files/3452-SEND_information_report_September_2025.pdf

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 Critchill School and under guidance from the Local Authority.

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 Karen Courtier-Hird and Ruth Chilcott-Dean 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;
- liaises with the Local Authority
- 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 (My 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 My Plan.

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. Reviews are held annually to ensure these plans are up to date and tailored specifically to the child. Human resources are allocated according to individual need by the Headteacher and SLT, 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 (My Plans). In addition to normal access to their child's teacher, parents can also discuss issues relating to SEND with the Headteacher, SLT and the SENDCO.

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

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. The SENDCO liaises regularly with the Primary SEND Lead Practitioner at the Local Authority, BANES.

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, leading to a My Plan. 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

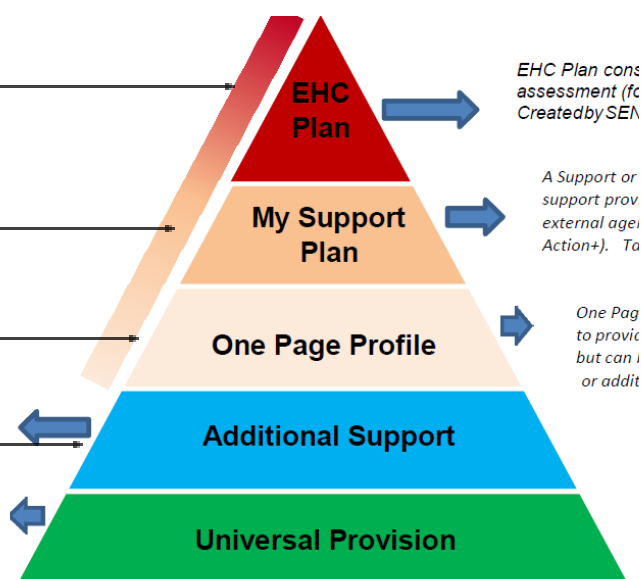
Education, Health and Care Plan (EHCP). This is the highest level of support. This requires a statutory needs assessment.

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/ Support

Measurable and achievable targets will be set, specifically for each child and is monitored by the class teacher. Interventions may be carried out by a Learning Support Assistant (LSA), by specialist teachers or other outside agencies (e.g. speech and language therapy) 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 SENDCO, class teacher, parents/carers.

One Page Profiles or SEND My Plans

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 My Plan or a One Page Profile which reflects additional support/intervention;
- teachers discuss the My 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 an EHC plan, parents have the right to appeal to the Local Authority.

MAINTAINING THE SYSTEM Headteacher/SLT/SENDCO:

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

Three times a year, at a given date, staff review provision maps and SEND My 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 SLT 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 – Katie Dodington

Local Offer Report <https://www.midsomernortonprimary.co.uk/our-school/send.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.



SENDco – Mrs Rebecca Lewis

[Local Offer report](#) / Norton Hill School - SEN Information Report 2025–2026

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 SEND team comprising of SENDCo, Deputy SENDCo, Assistant 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 SEND. 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 SEND policy
- Coordinating provision for children with SEND
- 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
- Contributing to the in-service training of staff

Identification of SEND

- Most students are identified via Primary School transition information as having SEND 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 at the start of each year in years 7-9, with known SEND students completing a second test during Term 4. 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' in supporting learning needs recommended in the Code of Practice (2015).
- Other SEND 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 SEND support register. All students on the Register have an 'SEND Stage' that identifies their level of need. Each SEND stage has a PLASC code as outlined in the MNSP SEND policy.

Range of Support offered by the SEND team:

The SEND 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 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 adapt 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 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.

Breaktime/ Lunchtime Support

The learning Support area is staffed at both break and lunchtimes to create a calm environment for students with SEND at KS3 to do homework, play games and eat their break/ 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 arrangements for all their public examinations. Support may include: use of a small 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 and Geography.

Such specialism enables the team to provide high quality support for students and subjects 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 SEND department and the school recognise the importance of good communication as a key to the success of the SEND 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/ SEN profiles and in reviewing targets and support strategies. The school provides 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/ SEND Team or House staff by telephone or email if there are any SEND 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/ SEND Team are 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 at the school during the summer holidays, and small group transition support during terms 1 and 2. This work is coordinated by the SENDco/ 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 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.

Students with an EHC Plan have a Vocational Profile established at their Year 9 Annual Review. This meeting is, when possible, 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 SEND 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 SEND 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
- Now, Next and Then support service
- SASS (ASD Support Service)
- Speakeasy
- Sporting Family Change
- Play Therapist
- Bath Area Play Project (BAP)
- Education Psychology Services
- MNSP SEND Team

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 2025

Next update due: July 2026



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.

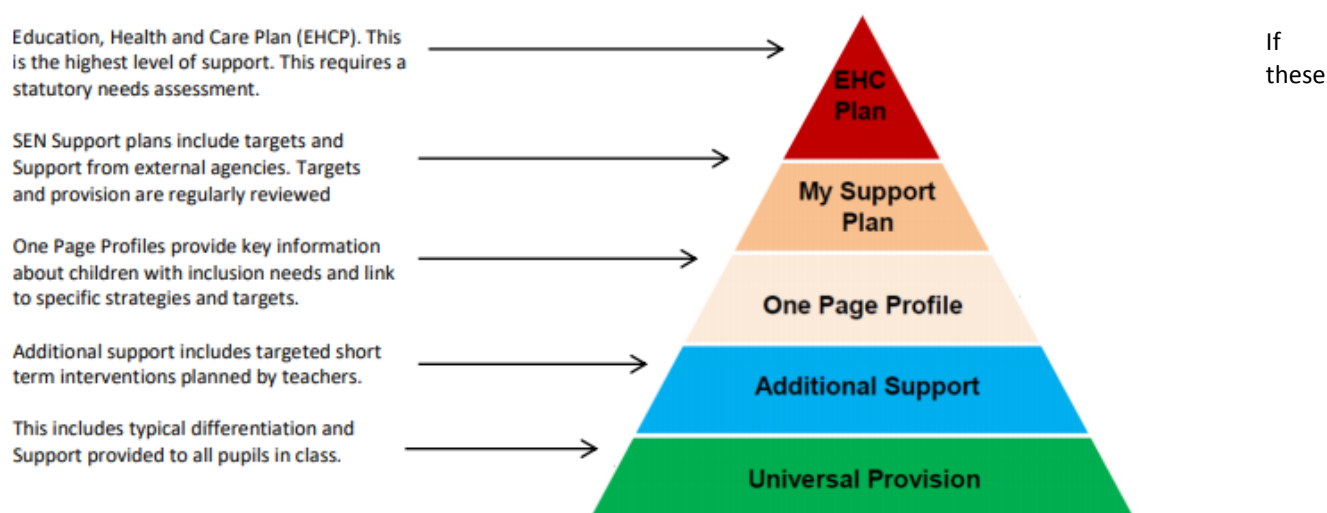
Norton Hill's staged approach reflects a continuum of needs and provision. If a need has been identified for a child, then the school will consider setting in motion a SEND Learning Support Plan of graduated steps. The time spent at each stage will reflect an individual child's needs. There are four 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.



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.

Local Offer Reports;

- Wiltshire - <https://localoffer.wiltshire.gov.uk/>
- Bristol - <https://www.bristol.gov.uk/bristol-local-offer>
- BANES - <https://beta.bathnes.gov.uk/get-help-children-or-young-people-additional-needs-send>
- Somerset - <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>
- North Somerset - <https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel=0>
- South Gloucestershire - <https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/localoffer.page?localofferchannel=0&channel=localoffer>
- Dorset - <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>
- Gloucester - https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2_1

What Types of SEN do we provide for?

All pupils at Notton House have an Education health Care Plan (EHCP) with a primary or secondary need of Social Emotional and Mental Health Needs. This often coincides with a diagnosis of Autism Spectrum Condition, Attention Deficit Disorder, Speech, Language, and Communication Needs or Specific Learning Difficulties. Our admissions procedures are outlined in the Trust Admissions Policy.

What is our approach to teaching pupils with SEN?

Our pupils are placed in a tutor group of 5 pupils with at least 2 adults to support learning in each lesson. The day starts with the tutor group and has a daily focus on SMSC, drop everything and read, weekly PSHE theme and wellbeing and setting ready for the day. Lessons are 40 minutes long. Lower and middle school classes are primary model to ensure consistency of approach and to aid pupils feeling safe to learn. The last lesson of each day is again based in tutor groups and is a well being focus, round up to the day and for residential pupil, handover to the care team. Upper school are secondary model classes for upper key Stage 3 and Key Stage 4 pupils. As pupils enter Key Stage 4, their timetables become more bespoke with their options being personalised to interests, strengths, and future aspirations.

With each lesson, activities are differentiated to the needs of each learner. Visual aids such as personal timetables, schedules, task boards etc are used as per learners' preferences. All pupils are taught specialist subjects such as PE by a qualified PE teacher. As children get older, more lessons are taught by staff other than the tutor teacher for those within the primary model. We follow the national curriculum and offer a broad and balanced a curriculum as possible that meets individual needs.

Each pupil has an Individual Education and Care Plan which details key information from the EHCP, from meetings with parents, information shared from previous schools and information shared by other key professionals. This also breaks down outcomes from the EHCP into smaller targets for each term. These targets are reviewed termly and shared with pupils and families on each term's pupil review day.

Social and Emotional Learning and Interventions

At Notton we have a qualified and experienced Thrive practitioner who assesses the Thrive well-being and emotional development level for all pupils. All children are offered emotional learning and support through either Thrive sessions, Emotional Literacy Support Assistants (ELSA), Key working during care time, or support from outside providers such as Sand Tray and Music therapy, Care Farm therapy or our cultural mentor. Thrive assessments are updated termly and inform all aspects of each child's timetable.

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

All staff are happy to discuss how well each child is doing with their parents and carers. Tutors and care keyworkers will contact parents/ carers on a weekly basis either by telephone or email to update them on their child's academic, and social and emotional well-being progress. Three times a year we send a written report to parents and carers that details progress in both academic and social and emotional learning (December, March, and July). There is then a follow up Pupil Review day at the start of the next term to discuss reports with families.

A termly newsletter is sent home, which will have information about upcoming events as well as the achievements of pupils. A celebration day is held at Christmas, Easter, and the end of Summer term, where parents and carers are invited to celebrate the successes of their child.

Regular coffee mornings are organised by our Thrive and Family Support Worker and these provide opportunities for parents and carers to drop in to see how well their child is doing and to offer support to others and keep close contact with school. We welcome feedback from parents and carers and they are always welcome to visit us at Notton House.

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

Each teacher carries out assessment of each pupils' learning using day to day achievements as well as some specific assessment tasks. We use the Prism progress system to consider the small steps of learning a child has made over each term. This is reported 3 times a year in a formal written report. We also include data on Thrive assessments, preparation for adulthood curriculum, and information on any other interventions each child has participated in.

Staff Knowledge and Training

Internally, staff are trained and advised by the Senior and Middle Leadership Team and external providers on issues relating to SEND. More specific SEN related training is matched to the needs of pupils in different departments, such as SLCN training for staff. Individual teachers, LFs, Mentors and Pastoral Support attend training that is specific to their area and also as a whole school.

The Assistant Headteacher (Inclusion) is Mrs Alison Ingram.

The Assistant Headteacher (SENDCo) is Mr Nathan Webb.

Aims

Our special educational needs and disabilities (SEND) policy aims to:

- Set out how our academy will support and make provision for pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Vision

Oakfield Academy is focused upon the well-being and education of the young people in our community.

Our aim is to enable every pupil at the Academy to achieve their full academic potential, to nurture and encourage each of them to become a well-rounded person with a lifelong love of learning, able to build positive relationships and be a happy, confident member of the community.

All pupils identified as having SEND are educated alongside their peers in mainstream classes. The pupils are placed in mixed ability tutor groups and have full access to the National Curriculum, unless otherwise agreed with all stakeholders. All groups in years 5-8 are mixed ability with the exception of Maths, English and Science in both KS2 and KS3, where pupils are placed in ability groups. In years 5 and 6 an extra group is created for Maths and English to provide smaller sets for pupils requiring adaptation to the curriculum. We run an Enhanced Learning Provision, Mighty Oaks, for identified pupils with cognition and learning needs.

The SEND department aims to ensure that all pupils are given the necessary support to enable them to have access to all areas of academy life, this is through supporting a pupil's individual needs. For example, appropriate adaptations to the learning environment, academic and/or pastoral support.

Objectives

The academy uses its best endeavours to ensure:

- Pupils with SEND are the shared responsibility of all staff
- All governors and staff have maximum awareness of SEND and appropriate training to enhance their professional skills
- All teachers are able to identify and provide for those pupils who have SEND
- All pupils have a broad and balanced curriculum which is differentiated to enable maximum progress
- There is a flexible, graduated structure of provision and appropriate resourcing for meeting SEND
- Parents are involved as partners in the education of their children

Legislation and guidance

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

- Part 3 of the Children and Families Act (2014), which sets out academies responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations (2014), which set out academies responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCo) and the SEND information report
- The Equality Act (2010), which protects people from discrimination in education, the workplace and in wider society

Definition of SEND

A pupil 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

Pupils will not be regarded as having a learning difficulty solely if the language or form of language of their home is different from the language in which they will be taught (where English is their additional language).

Pupils who have difficulties with behaviour will not necessarily be regarded as having a learning difficulty. Their provision will reflect the need to enable the pupil to achieve to the best of their ability without causing disruption to the learning of others. Their monitoring, target setting, achievements and support may be coordinated through the pastoral system.

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

Identification and assessment of pupils with SEND

Early Identification

If a pupil is known to have SEND when they arrive at the academy, the SENDCo and the pupils' teachers will:

- Use the information from the previous school to provide an appropriate curriculum for the pupil and focus attention on action to support the pupil within the class
- Ensure that on-going observations and assessments provide feedback about the pupil's achievements to inform future planning of the pupil's learning
- Involve the pupil in planning and agreeing targets to meet their needs
- Involve parents in developing a joint learning approach at home and in the academy

Monitoring pupil progress

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment gap between the pupil 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 pupil is recorded as having SEND.

The Graduated response

Oakfield Academy, in line with the Code of Practice, uses a graduated response to meet the needs of pupils with SEND. All teachers refer to the [Somerset Graduated response](#), which set out universal provision that should be available for all pupils.

If progress continues to be less than expected, despite universal provision, teachers will consult with the SENDCo to consider what else might be done. The starting point will always be a review of strategies being used and the way in which these may be developed. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the pupil
- Everyone is clear on what the next steps are

When a young person is identified as needing additional support, the Academy will intervene as described below at SEND support.

SEND Support

When a pupil is identified as having special educational needs, the Academy will provide interventions that are 'additional to or different from' that made generally for other pupils of the same age. This intervention will be described as SEND Support.



The academy follows the graduated approach to SEND support. This takes the form of a four-part cycle of 'assess – plan – do – review'.

Decisions and actions are revisited, refined and revised as it becomes clear what supports the pupil in making good progress. The academy draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the special educational needs of pupils.

The SENDCo will support the assessment of the pupil, assist in planning future support for the pupil in discussion with colleagues and monitor the action taken. The pupil's subject teachers and pastoral tutor will remain responsible for working with the pupil and for planning and delivering an individualised programme.

In some cases, outside professionals from health or social services may already be involved with the pupil. In such instances it is good practice for these professionals to liaise with the academy and keep them informed of their input. If these professionals have not been working with the academy, the SENDCo, with the parent's permission, will contact them.

If the academy needs to seek the help of the Local Authority's Support Services, it will do so with the parent's permission. The Support Service personnel will need to see the pupil's records in order to establish which strategies have already been employed. The Support Services may act in an advisory capacity, provide additional specialist assessment or be involved in working with the pupil.

Education and Health Care (EHC) Plans

An EHC plan is a legal document for children and young people aged up to 25 who need more support than is available through SEND support. EHC plans identify educational, health and social needs and set out the additional support required to meet those needs. EHC plans are confidential; subject teachers and TA support have access to EHC plans, however, external access to EHC plans is limited and disclosure is only allowed with parental consent. Banded High Needs funding is provided for individual pupils who have an EHC plan.

All EHC plans, and attached funding, will be reviewed at least annually with the parent and other relevant stakeholders to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHC plan. The annual review puts the pupil as the focus, their views as well as their parents. The process celebrates successes and enables action planning to resolve difficulties.

If a pupil does not have an EHC plan, one can be applied for through Somerset Local Authority. This is done after thorough consultation with parents and the SENDCo, and after at least two cycles of SEND support reviews. An application can be made by Oakfield Academy or by parents with the support of Somerset SENDIAS (**Special Educational Needs and Disability Information, Advice and Support**) service.

The SEND register and pupil passports

Pupils with an identified SEND are recorded on the academy SEND register, this includes pupils who are Looked After Children (LAC) and have SEND. There are two tiers of the register; pupils with EHC plans and those receiving SEND support. With parental consent pupils can be added to the register when there is a concern over their progress, when an intervention is taking place or when outside agencies are involved, this is for academic and/or pastoral support. A pupil's need type is recorded on SIMS and on the SEND register, to ensure all staff are aware of the needs of pupils within the academy.

A pupil will be removed from the SEND register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully without additional SEND support. For some pupils, it is possible that they will dip in and out of additional support throughout their academy experience; parents will be consulted at each stage if support is provided or when it will cease.

All pupils on the SEND register have a Pupil Passport. This is person-centred and written in conjunction with the young person. It is easily available for staff on the academy server and on SIMS. It includes key information for staff including:

- The specific need type of the pupil
- Recommendations from external agencies
- Access arrangements
- Things the pupil likes/enjoys
- Things the pupil finds difficult
- How the pupil can help themselves
- How pupils would like teachers to help them

Continuing Professional Development (CPD)

The SENDCO initiates and plans whole-academy training on specific special needs. The SENDCo also offers support and guidance with differentiation and strategies to improve outcomes for pupils with SEND to individual teachers, departments and year teams on a formal and informal basis as required. In addition, the SENDCo runs a training programme with teaching assistants and offers individual support and guidance to teaching assistants as required.

Roles and responsibilities

The SENDCO

The Assistant Headteacher (Inclusion) is Alison Ingram.

The Assistant SENDCo is Nathan Webb.

They will:

- Work with the Head teacher and SEND Governor to determine the strategic development of the SEND policy and provision in the academy
- 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 graduated approach to providing SEND support
- Advise on the deployment of the academy'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 teacher and Local Governing Board to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the academy keeps the records of all pupils with SEND up to date

The SEND Link Governor

The SEND Governor is Gary Smart.

He will:

- Help to raise awareness of SEND issues at Local Governing Board meetings
- Monitor the quality and effectiveness of SEND provision within the academy and update the governors on this
- Work with the SENDCo to determine the strategic development of the SEND policy and provision in the academy

The Headteacher

The Headteacher is Emma Wilkes.

Will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the academy
- Have overall responsibility for the provision and progress of learners with SEND

Class Teachers

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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Partnerships

Pupils

Pupils with SEND often have a unique knowledge of their own needs and they will be encouraged to have a voice about the support they would like to help them make the most of their education. With support, they will be expected to participate in all the decision-making processes and contribute to the assessment of their needs, the creation of their pupil passport, annual reviews of EHC plans and the transition processes.

Parents

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The Academy recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best ways of supporting them. All parents of pupils with SEND will be treated as partners and supported to play an active and valued role in their pupil's education.

Local Authority

Whilst Oakfield Academy is an academy and therefore independent of Local Authority control, there is an obligation to work in partnership with the Local Authority in matters concerning pupils with SEND. The academy has to inform the Local Authority of any major changes that are needed to a pupil's EHC plan.

Oakfield Academy also works with the Local Authority through accessing support for pupils with SEND via the Local Offer. This can be found [here](#).

Complaints Procedure

Complaints from parents about provision for pupils with Special Educational Needs are treated in the same way as any other complaints and we follow the Academy Complaints Procedure. <http://www.oakfieldacademy.co.uk/academy/policies/>

Monitoring arrangements

This policy and SEND information report will be reviewed by the SENDCo and SEND governor every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Local Governing Board.

Links with other policies and documents (all found at <http://www.oakfieldacademy.co.uk/academy/policies/>)

This policy links to our:

- Accessibility plan
- Admissions policy
- Behaviour policy
- Equalities policy
- Safeguarding policy
- SEND Information Report
- Supporting pupils with medical conditions policy



SENDco – Jenny Tombs

Local Offer Report – <https://www.psjprimary.co.uk/send-and-accessibility/>

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
- 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 SENDCo (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
- May refer the pupil for assessment by an external agency such as a Speech and Language Therapist as needed
- Will make sure that SEND needs are made known to all who are likely to teach them
- 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 EHC Plans, as set out in their plan
- Will chair Annual Reviews of EHC Plans and ensure that all those involved with the child are invited to attend

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 Headteacher:

- Will ensure that the school's SEND Policy reflects legal requirements under the 2015 SEND 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 SENDCo

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 SEND/EHC Plans are adhered to
- Hold joint responsibility with the SENDCo for communicating with parents and carers, regarding special educational provision, through regular reviews
- Will report any concerns regarding children with SEND to the SENDCo

Learning Support Assistants (LSAs) 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 SENDCo 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 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 SENDCo

Admissions

We admit all children to our school, regardless of need, provided enough appropriate support is available or accessible. Pupils who have 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 SENDCo who is a member of SLT and non class based
- A large team of Learning Support Assistants
- A Speech and Language Therapist from the MNSP to work at our school once a week, in order to provide direct pupil work and staff training
- Ongoing professional support and staff training
- 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 Learning Support Assistants, additional teachers, external agency support, resources and other interventions as needed.

Funds allocated through a child's EHC Plan is 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 the EHC Plan.

Identification, Assessment and Review

SEND pupils are identified during termly staff meetings led by the SENDCo. During these meetings, the SENDCo 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 the 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 SENDCO may carry out more detailed assessments as necessary.

Class teachers support children with SEND using the Graduated Approach, with four stages of action: **Assess- Plan- Do- Review**.

External Agencies

We have access to a very wide range of specialist services, including:

- Speech and Language Therapy (through the MNSP)
- Educational Psychologists
- Specialist Autism Support Service (SASS)
- The Early Years SEND Team (SENDIT)
- CAMHS
- Mental Health Support Team (MHST)
- Occupational Therapists
- Physiotherapists
- Sensory Support Service
- School Nursing Team, Paediatricians and GPs
- Social Care
- Attendance and Welfare Support Service
- Parent Partnership
- Play, Art and Music Therapy (through the MNSP)
- Ethnic Minority and Traveller Achievement Service
- Disability Nurses
- Black Families Education 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 an 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, SENDCo 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 SENDCo. The School's Home- School Agreement establishes common expectations for all pupils, with regard to the partnership between home and school

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 adapted and scaffolded by the class teacher as needed, to enable them to access the curriculum more easily.

Transition Arrangements

- The SENDCo liaises with SENDCOs of local Nurseries and 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 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 SENDCo forwards all relevant documentation to the appropriate secondary school SENDCO in 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 qualifications. Our SENDCo attends termly MNSP Network meetings to share information, support and pursue her own professional development, as well as regularly attending other training courses run by the MSNP, Local Authority and other agencies.



Introduction

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is **additional to** or **different from** this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. **Special educational provision is underpinned by high quality teaching and is compromised by anything less.**

Key Information

The SENCo at Preston School is Maggie Purton. The SENCo can be contacted directly via email at maggie.purton@prestonschool.co.uk or through the school reception. The Deputy SENCo and AEPC Base Lead is Catherine Saget.

Aims and values

- To provide high quality teaching and learning for all students.
- To provide a fully inclusive learning environment where all students feel happy, safe and valued.
- To provide high quality provision for all students who may, at times need to access support or intervention that is "additional to or different from" that which other students may need to access in order to achieve their full potential.

Identification of SEND

All classroom teachers hold the responsibility for planning their teaching to ensure all students can access the learning and make expected progress in line with national expectations. However, in the event of a student failing to make expected progress and their being concerns about the student's learning the class teacher can consult with the SEND Support Team for advice and guidance. Any consultation will follow a graduated response in an attempt to ensure provision matches need and is an efficient use of resources.

The SENCo may liaise with class teachers, Year Heads, the student and parent as part of any assessment process. They may liaise with external specialist agencies as required. These may include Speech and Language Therapy Services, Physical Impairment Support Team, The Inclusion team, an Educational Psychologist & Virtual School amongst others. Preston School uses the four categories of SEN as identified within the Code of Practice (2014). These are-

- Communication and Interaction (CIN)
- Cognition and Learning (CLN)
- Social, Emotional and Mental Health issues (SEMH)
- Sensory and/or Physical Needs (PSN)

Teaching students with SEND

Differentiated quality first teaching is a priority for all pupils, including those with SEND. All staff have access to a CPD programme, which includes a number of SEND workshops. All students with SEND are fully integrated into the mainstream classroom environment where appropriate and we provide an inclusive curriculum. Some students may need to access intervention and an alternative curriculum for a short or long-term period. The range of provisions that can be accessed at Preston School is set out with the Preston SEND Provision Map

Reviewing progress

All student's learning and progress is reviewed regularly by the class teacher and Year Head. The SENCo holds the responsibility for reviewing the progress of students with SEND and liaising with class teachers. Whilst the majority of students have their needs met by the class teacher, the SENCo and SEND Support Team will offer advice, support and, if necessary, intervention.

Students who have an Education & Health Care plan (EHCP) will have an Annual Review meeting to review their progress and achievement with the SENCo, their parents, and all key adults and professionals. For all other students with SEND parents are invited to book appointments with the SENCo or SEND Support Team at parent's evenings.

Preston School adopts a graduated response to SEND provision and will ensure that students are accessing high-quality wave one teaching before incorporating internal intervention programs. In the event of a student failing to make expected progress after receiving high-quality wave one teaching and high-quality internal intervention, the SENCo will seek to access specialist support services, advice, and guidance.

Local Offer

Preston School continues to work with the Somerset Schools Local Offer. Internal support is provided to students within the school in a number of ways as detailed within the Provision Overview document. The SEND Support Team supports the school.

In addition to this, there are a number of additional staff within the school who form part of the SEND provision. These include:-

- SEND Team Leader for Cognition and Learning
- SEND Team Leader for Social, Emotional & Mental Health
- SEND Team Leader for Sensory and Physical Impairment
- Student Medical and Welfare Manager
- Behaviour Intervention Officers (BIOs)
- School Counsellors
- PFSA
- SEND Support Team
- Albert Einstein Preston Centre Team

Albert Einstein Preston Centre

The Albert Einstein Preston Centre is an on-site resource base for students who have Autism. Students who have a primary diagnosis of Autism and hold an Education and Health Care Plan may be considered for the Preston Centre via the consultation process between the local authority and the school. The students in the Preston Centre are registered as Preston students and the aim is for them to access mainstream lessons as much as possible. For more information about this contact the SEND casework team at the local authority.

Sharing information with Parents

Parents of students identified as accessing SEND Support receive updates through the student's class teacher and Head of Year. This could be in the form of phone calls, emails or meetings. In addition to this, they are able to book meetings with the SENCo as required and at Parent's evenings. Students with an EHCP have an Annual Review meeting where Parents meet with the SENCo and any specialist services involved in their son/daughter's case.

Parents are key in planning intervention and are advised at the start and end of intervention. They are kept updated about the reason for the intervention and the outcomes of the work are shared with them.

The School Website and portal provide a source of additional information for all Parents.

Communication with Governors

The Governors determine the school's general policy and approach to provision for SEN students with advice from the SENCo. They also establish the appropriate staffing, and funding arrangements and maintain a general oversight of the school's work. They meet regularly with the SENCo to discuss all SEND issues.

Communication with students

All students with SEND are encouraged to make use of the Extra Curricular and Homework Clubs at lunchtime and after school. In addition, student's views are sought as part of their Annual Review and student profiles.

Communication with staff

This happens in a variety of ways:-

SEND Briefings

- SEN Pupil Passport e.g. 'What Helps Me As A Learner.'
- School Portal
- INSET
- TAC meetings
- SEND review meetings
- Emails

Communication with Other Educational Establishments

The SENCo maintains links with feeder primaries and meets with the Primary SENCo to ensure a smooth transition between phases. The information gathered in this way is collated and sifted to provide a pen picture for students to be included in the Preston SEN register before their arrival. They are initially placed on the Preston register at the same stage as their primary register. The SENCo also attends, when appropriate, Annual Reviews of students in Year 6. This process is mirrored for students transitioning to the Albert Einstein Preston Centre.

Tertiary

The SENCo liaises with all further education colleges, particularly Yeovil College and Strode. Information on students and exam concessions are shared with the colleges with a student's permission.

Local Area Secondary Schools

The SENCo attends the local area SENCo forum, which meets every term to share good practice and provide mutual support. We are also a member of MNSP and as such work with other SENCos within the Trust to support improvement and share best practise.

Communication with Local Education Authority – Consultation Meetings

The SEND Support Team continues to work closely with all professional bodies that contribute to the provision of children and young people with SEND. These include representatives from the following services: Educational Psychology, Learning Supporting Team & Virtual School, Attendance Officers and Local Services.

SEND Student voice groups

The SEND Student Voice Group meets in an informal setting to discuss their experiences at Preston School Academy. They have a particular focus on teaching, learning, assessment, and progress. Student surveys are also carried out at various points throughout the year.

Integration

Pupils with SEND are integrated as fully as possible into the life of the school and have access to a balanced and broadly based curriculum, including the National Curriculum. All students are fully integrated into the life of the school, belonging to mixed-ability tutor groups in the pastoral system. All staff are encouraged to differentiate work appropriately for students allowing them to access the same curriculum as their peer group. Staff are supported in this endeavor by INSET, TAC meetings and SEND briefings, and continued advice from the SEND Support Team. The school recognises and supports a student's right to follow the school's broad and balanced curriculum and will only disapply students from this in rare and exceptional circumstances in consultation with parents and a range of school staff.

The school curriculum complies with national guidelines around its breadth and depth. Opportunities are provided for students to use collaborative learning styles and a variety of methods for assessing and recording students' work are used. Multi-sensory approaches are encouraged in order to enable students to learn more effectively. The SEND Support Team is widely used to support pupils within the curriculum.

At Key Stage 3, some students are invited to join the Step-Up curriculum which focuses on developing core literacy skills to ensure that all students are GCSE-ready.

At Key Stage 4, the school offers Entry level English and ASDAN Awards for students in year groups 10 and 11. This is a Single option choice. Students receive additional Maths/English lessons, and they also complete a variety of 'key skills' lessons in which they complete work-related learning and follow a varied learning programme. All students are encouraged to take part in a wide range of extra-curricular activities.

Continuing professional development

The SENCo holds the National Award for Special Educational Needs Coordination (NASENCo) and continues to attend and update their knowledge and skills through attendance at regular CPD workshops. All other staff receive regular SEN training through the school's CPD workshop and INSET program. The Assistant Headteacher (Teaching and Learning) co-ordinates this.

Monitoring Progress of SEN students

The SENCo reports twice yearly to the Governor's Welfare Committee on the progress and achievement of Students with SEN. In addition, the GCSE Exam report for all students is published on the school website.

Other Policies related to this policy

Learning and Teaching
Medical Needs Policy
Safeguarding Policy
School Admissions Policy
Accessibility Plan
Complaints Policy

Preston SEND Parental Participation Approach

Preston endeavours to raise the parental participation and promote positive and open lines of communication, this is achieved through a range of strategies including:

Parents Evenings

The SENCo and SEN Support Team are available for parents' appointments at all subject parent evenings.

Appointments

All parents of students with SEND are able to book meetings with their Tutor, Head of Year, and /or SENCo as requested.

Annual Reviews

All EHCP students have an Annual Review with the SENCo. This provides further opportunities for parental feedback and participation through attendance and parental consultation forms.

Email

The SENCo email is available on the school website for parents to contact them directly

Additional Support for Parents

For those parents who find meetings in school difficult, additional support is available through the following staff:

- PFSA
- Behaviour Intervention Officers (BIOs)
- Student Medical and Welfare Officer
- SEND Support Team

These staff members can facilitate home/school meetings.

SENDCO: Laura Gold (SENDCos holds QTS and NASENCo Award)

SEND Governor: Kerrie Courtier

Link to local offer: <https://www.somerset.gov.uk/children-families-and-education/the-localoffer/>

This policy makes reference to the following statutory legislation and guidance:

Children and Families Act 2014

Equality Act 2010

SEND Regulations 2014

SEND Code of Practice 2015

Related Policies, Procedures and Documents:

SEND Information Report

Accessibility Plan

Behaviour Policy

Anti-Bullying Policy

Suspension and Exclusion Policy

Medical conditions

Attendance Policy

Complaints Policy and Procedure

Safeguarding and Child Protection Policy

Pupil Premium Strategy

Equality and Diversity Policy

The role of the SENDCO

SENDCOs must:

- 1 Be able to support and advise the Headteacher and governing body in determining the strategic development of SEN policy/provision in the school – this is achieved most effectively by being a member of the SLT.
- 2 Have day-to-day responsibility for the operation of SEN policy and specific support to children and young people (CYP) with SEN, including those with an EHCP.
- 3 Be a qualified teacher and working towards a National Award in Special Educational Needs Coordination within three years of becoming a SENCO.
- 4 Provide professional guidance to colleagues and work closely with staff, parent carers and other agencies.
- 5 Be aware of the Local Offer provision and provide support to families to ensure CYP with SEN receive appropriate support.
- 6 Ensure your school keeps its record of CYP with SEN up to date.
- 7 Compile an annual report for school governors about the provision for, and progress of, CYP with SEN.
- 8 Have knowledge of the SEN budget and how it is used.
- 9 Advise on the graduated approach to providing SEN support.

- 10 Liaise with potential next providers of education to ensure a CYP and their parent carers are informed about options and a smooth transition is planned.
- 11 Work with the Headteacher and SEN Governor to ensure that the school meets requirements under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- 12 Make reference to the Somerset Graduated Response Tool in the school SEN Information Report.

Our values and vision for SEND

'All children and young people are entitled to an education that enables them to make progress so that they: achieve their best; become confident individuals living fulfilling lives; make a successful transition into adulthood' SEND Code of Practice 2015

At Pyrland School, we are dedicated to putting children at the heart of educational excellence with a culture that cares about working collaboratively. We are committed to serving our local communities, through delivering continuous improvement in the quality of education to improve student outcomes and life opportunities for **all**.

Definition of SEND

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 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post16 institutions.*

In the SEND Code of Practice, all children receiving special needs provisions are to be referred to as receiving SEND support. Where children meet the criteria above, they will be placed on the school's SEND register and will receive appropriate support to meet their individual needs. Children with severe or complex needs may require an Education, Health and Care Plan (EHCP).

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25-years)

Definition of SEND provision/SEN Support

Special educational provision is educational or training provision that is additional to or different from that which is universally available for other children or young people of the same age, in the same setting.

Further information around Universal Provision and SEND Support can be found in the Somerset Graduated Response Tool, which is used in order to identify the support needs of individuals and ensure appropriate provision at either Universal Provision and SEND Support level.

[Somerset's Graduated Response Tool](#)

Our objectives

To identify and address the SEND of the pupils that they support. Through the implementation of this policy, we will:

- 3 Use our best endeavours to make sure that pupils with SEND are identified in a timely manner and get the support they need to access our broad and balanced curriculum.
- 4 Follow the Somerset Graduated Response Tool to provide appropriate provisions that meets the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- 5 Fulfil our statutory duties towards pupils with SEND in light of the SEND Code of Practice (2015)
- 6 Promote disability equality and equality of opportunity, fulfilling our duties under the Equality Act 2010 towards individual pupils with disabilities.
- 7 Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that pupils with disabilities are not at a substantial disadvantage compared with their peers.
- 8 Designate a teacher to be responsible for coordinating SEND provision - the SENDCo.
- 9 Inform parents when we are making special educational provision for their child.
- 10 Review, prepare and publish important information about our school and its implementation of relevant SEND policies, including:

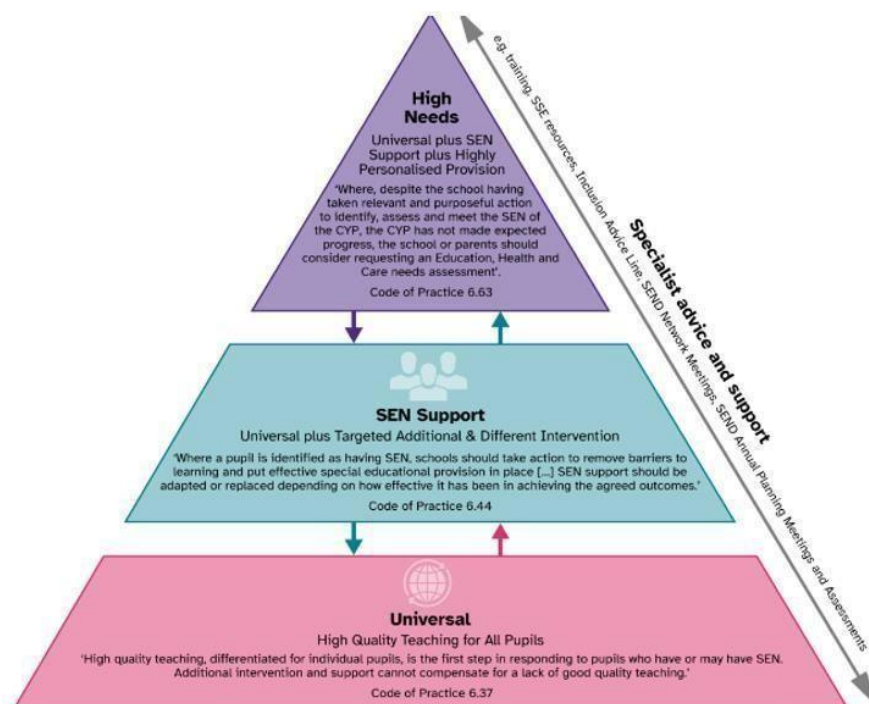
- Accessibility plans setting out how we plan to increase access to the curriculum and the physical environment for pupils with SEND.

- Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.

- Produce and publish a SEND Information Report that details the implementation of our policy for pupils with SEND

Our approach to identification of SEND

In our schools, a graduated response is part of whole school teaching covering universal, SEN support and high needs provision as laid out in the Somerset Graduated Response Tool.



Children are identified as potentially having SEND if:

- Their progress is significantly slower than that of their peers, starting from the same baseline
- Their progress fails to match or better their previous rate of progress
- The attainment gap between the child and their peers fails to close or widens

Using the Somerset Graduated Response Tool, areas of need (outlined below) are identified using assessment tools, and progress and provision is monitored using the Assess, Plan, Do, Review (APDR) cycle.

Types of SEND need

The SEND Code of Practice 0-25 identifies four broad areas of Special Educational Need. The table below shows the SEND category of need along with the range of needs within each category

Category of Need	Range of needs within the category
Communication and Interaction	Speech, language and communication needs (SLCN) Autistic Spectrum Disorder (ASD)
Cognition and Learning	General Learning Difficulties from moderate (MLD) to severe (SLD) or profound multiple learning difficulties (PMLD) Specific Learning Difficulties (SpLD) including Dyslexia, Dyscalculia and Dyspraxia
Social, Emotion and Mental Health difficulties	Anxiety or depression Withdrawn or isolated behaviours Challenging or disturbing behaviour Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD) Attachment Disorder
Sensory and/or physical needs	Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment Physical disability Sensory Processing Disorder

We recognise that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a child, some children may need provision above SEND Support level. In these cases, we will consult with parents, children (as appropriate) and external professionals when considering a request for an EHC needs assessment.

Our approach to involving parents/carers/children/young people

We believe that a close working relationship with parents/carers is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision,
- Continuing social, emotional and academic progress of pupils with SEND
- Parent/carer views and/or concerns about their child's progress or needs, are considered and valued.

We encourage parent/carer involvement at all stages of the child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing feedback on progress through regular formal and informal meetings. We are committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress. Where a pupil is receiving SEND support, the school will liaise with parents in setting outcomes and reviewing progress. Pupils who have an Education Health Care Plan will also have an Annual Review where their child's needs, provision and outcomes are reviewed by the parents/carers, relevant school staff and professionals working with the pupil and their family.

We seek to gain the child's voice through developmentally appropriate approaches, to ensure their voice is heard.

Record keeping, monitoring and data management

All information about pupils will be kept in accordance with our Data Protection Policy.

Our records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

Funding

All mainstream schools are provided with core funding for all pupils and additional funding to provide high quality, appropriate support for students. This is called the notional budget. Children with Education Health Care Plans (EHCPs) should receive top up funding decided by the local authority to support the provision set out in the section F of the EHCP.

Working with external agencies

We will work collaboratively with external professionals where appropriate and available. There may be limitations to accessing external agency support due to restrictions in national funding. Please see the Somerset Local Offer. [Somerset's SEND Local Offer](#)

Supporting transition

We are aware of the importance of planning and preparing for the transitions between phases of education and preparing for adult life. Individual schools have their own internal transition processes which are detailed in their SEND information report.

Safeguarding

We recognise that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

We recognise that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The head teacher and local governing board will ensure that the school's Safeguarding and Child Protection Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy. Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCo.

Staff training

We aim to keep all staff up to date with relevant training and teaching practice in relation to the needs of children with SEND, and in particular to each cohort of children. Staff training opportunities are generally linked to the schools quality improvement plans (QIPs)

SEND Information report

SEND Information reports are published annually. We will ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It will

include information on the school's SEN policy and named contacts within the school for situations where young people or parents have concerns. It should also give details of the school's contribution to the Local Offer and must include information on where the local authority's Local Offer is published.



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

Somerset Studio School - SEND Procedures



SENDCO: Tracey Hunt

Local Offer report: <https://www.somersetstudioschool.com/our-school/send>

SEND Governor: Paul Bergin

Aims

Somerset Studio School is committed to developing curious, diligent and skillful young people by having high expectations and providing a high quality of education for all. Our aim is to ensure young people with SEND experience an education that is as consistently as good as it is for learners without SEND.

Objectives

The objectives of our SEND procedures are:

- To identify the needs of students with SEND as early as possible
- To monitor progress of all students in order to identify SEND
- To make appropriate provision and adaptations to overcome barriers to learning
- To work with parents/carers
- To work with outside agencies
- To create an environment where students can actively engage in and take ownership of their learning

SEND Team:

At Somerset Studio School; all staff have a responsibility for the learning and development of all students including those with special educational needs. Somerset Studio School also has a SEND team consisting of a SENDCO, Deputy SENDCO and a team of skilled HLTAs who provide support for specific subjects and additional interventions linked to the SEND department.

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 109
- 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 headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Arrangements for Coordinating SEND Provision

The SEND department holds details of all SEND Support records such as the SEND Register and professional reports.

All staff have access to the following documents on the school systems:

- The SEND Code of Practice

- A copy of the SEND register
- Information on individual students
- Personalised student passports detailing adaptive teaching strategies
- Provisions in place for individual students
- Plans with SMART targets for individual students

The SEND department works closely with the senior management of the school to ensure that the curriculum:

- is balanced and allows for and facilitates adequate development in each curricular and skill area
- allows for adaptive teaching strategies according to need
- offers equality of opportunity and offers access to different curricular areas and extra curricular opportunities

The SEND department offers advice and INSET training opportunities to support subject teachers and other departments on employing adaptive teaching strategies and resources to ensure all students have equal access to the curriculum and experience success and enjoyment in their studies. All teachers are teachers of SEND and adapt their teaching accordingly.

Identification of SEND

- Most students are identified using information from previous schools, parents and Local Authority
- We carry out carry Cognitive Ability Tests (CATS) as well as reading and spelling assessments when students join our school in year 10.
- All year 10 students carry out reading and spelling assessments twice in a year
- Other students are identified by tutors, teachers and the SEND team as well as relevant pastoral and medical information
- The SENDCO regularly checks attendance and progress data
- Student clinics are held once every 3 weeks these meetings aide the giving and gathering of information

Range of Support offered by SEND team

The SEND team offers a range of interventions and support which reflects the prevalence of need at Somerset Studio School.

Baseline testing

Students starting at SSS in year 10 come from a wide variety of educational backgrounds. We conduct the Cognitive Abilities Tests (CATS4) along with New Group Reading and New Group Spelling Tests. These tests provide us with baseline information for all students.

Quality First Teaching

Teachers deliver subject matter in a clear and accessible format making reasonable adjustments and using adaptive teaching methods when needed for SEND learners. We administer the CATS4 test as part of our baseline testing in year 10. This yields valuable information pertaining to a student's preferred learning style. This information is incorporated in the teachers' planning. At SSS we have a high prevalence of SEND. To support teachers in planning for and addressing such a high level of SEND we have assigned a priority target area for each student on the SEND record: processing, literacy or chunking; 'PLC'. Each student on the SEND record has their own individual passport detailing their strengths and strategies to overcome their own barriers to learning. Teachers check SEND learners' understanding systematically, identify misconceptions accurately and provide clear and direct feedback.

In class support

We have a SEND team of HLTAs who provide in class support in Key Stage 4 maths, English, science, product design, creative media and digital information technology lessons. They also act as Key workers in the Key Stage 4 tutor groups.

Small Group Intervention

A small number of our key Stage 4 students study on 8 courses instead of 9. This creates an opportunity to run intervention/catch up sessions. These run for 3 lessons a week; one double and one single. This intervention targets a wide range of areas from self esteem to time management as well as providing pre and over learning opportunities for vulnerable learners.

Literacy Support

We conduct baseline Reading and Spelling tests at the beginning of year 10. These tests offer important information about reading and spelling attainment. This data is then used to identify students who would benefit from having intervention at a phonics level or possibly further assessment.

Exam Access Arrangements

Some students with identified educational needs are entitled to special access arrangements for their public examinations. Support takes the form of: use of a separate room, readers, extra time, rest-breaks, prompt or a scribe. Students are assessed and appropriate support put in place for GCSE or equivalent exams at KS4 and KS5. SSS has its own in-house assessor who carries out this process.

Transitional Support

SSS offers extra visits to students who may benefit from familiarising themselves with the building before starting with us in September. The SENDCO and Pastoral LEAD hold meetings with students and their parents and conducted tours of the school building.

ASC Support

SSS has an ASC specialist who provides interventions for young people to support them in addressing how their autism impacts them and explore ways to make school a less challenging environment.

ELSA

At SSS we have a trained ELSA specialist. Emotional Literacy Support helps students who are experiencing emotional dysregulation.

Mental Health Support Team

We access the Mental Health Support Team (MHST) service from BANES. The service provides low level CBT.

Site Accessibility

The SSS site is accessible via automatic doors and a lift that travels between the ground and first floor. SSS has two accessible toilets.

External Professional Agencies

The SEND team liaise with a range of external professionals. Some of these agencies are part of the B&NES local authority Children's service or Primary care trust. Other services are commissioned via the academy trust's partnership SEND Team.

Midsomer Norton Schools' Partnership SEND Team

Speech and Language Therapist
Speech and Language Therapy Assistant
Occupational Therapist

B&NES Local Authority services

Educational Psychology Service
Hospital Education and Reintegration Service
Looked after children support team & Virtual School for LAC

Primary Care Trust (Health Authority services)

Child and Adolescent Mental Health Service (CAMHS)
Community School Nurse

Other Services

Off the record
SASS (Specialist Autism Support Service)

Monitoring

Continuous monitoring is conducted by senior leaders, SENDCO and teaching staff by:

- Progress reviews issued three times a year
- Book looks
- Learning walks
- Attendance data

- Relevant professional reports
- Measuring impact of interventions to inform meaningful next steps

Services for parents

There are a number of support services for parents independently 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 special educational needs of their child. These include:

- Parent Partnership Service
- Parent Support Advisors

Communication between school, staff, parents and students

- To gain a better understanding of their child, we involve parents in each stage of their child's education and support and work in partnership towards a common goal
- Students have the opportunity to voice their own opinions via Student Council & regular student surveys
- SSS is a small school, building constructive, working but supportive relationships with our students is key to our mission

Updated January, 2024



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	Emily Harris
Deputy SENDCo	Catherine Parker
Assistant to the SENDCO	Lucy Latchem

Local Offer Report -

<https://livewell.bathnes.gov.uk/special-educational-need-or-disability-SENDd/schools-SEND-information-reports/somervale-school>

Inclusion Support Manager Kat Ham

In addition to this there is a team of teaching assistants who work with whole classes, small groups and at an individual level to provide support for students with SEND.

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 SEND policy
- Co-ordinating provision for children with SEND
- 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 pupils with SEND
- 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 SEND up-to-date

Identifying SEND

- 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 SEND 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 'SEND Stage' with a specific PLASC code, as outlined in the MNSP SEND Policy.

Range of support offered by the SEND team:

The SEND 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 SEND 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 SEND 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 SEND 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 SEND 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 SEND 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 SEND 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
Now, Next and Then
Sporting Family Change
Speakeasy
Bath Area Play Project (BAPP)
Play Therapists
Forest School provision
MNSP SEND Team

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 2022-23 Last update: July 2022 Next update due: July 2023

Soundwell Academy – SEND Policy

1: Compliance and general statement

This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Bill in spring 2014 and which have subsequently become the Children and Families Act 2014. The act includes changes to the support and services children and young people with special educational needs and disabilities receive. These changes came into force on 1 September 2014.

Soundwell will value all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and all pupils will have equal entitlement to this.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils

2: Guiding Principles and Aims (the longer view)

The key aims within our special needs provision are:

- that all pupils receive the provision set out in their Education Health and Care Plan (EHCP)
- to identify any changing needs in our pupils
- to respond to changing needs in order that pupils can develop their potential as individuals
- to create a safe, secure learning environment where pupils can make progress in a positive and happy atmosphere
- to work towards the pupils and their families aspirations for the future by regularly reviewing their progress towards the outcomes in their Education Health Care Plan (EHCP)
- to support with transition to appropriate future provision.

Objectives

The key objectives fit within our core values in our specialist needs provision are to:

- Include – to ensure parents and carers are kept informed and to actively seek ways of helping and involving them in development and education of their child
- Include - advise and support staff and trustees through seeking and providing appropriate training and professional development
- Respect – to respect ourselves, each other and the environment.
- Respect - provide staff with opportunities to discuss pupils' needs
- Nurture - provide staff with up to date and relevant information on the needs of our pupils
- Nurture - provide support and guidance that educates and trains in regards to health and social development.
- Promote - provide a structure within which information on pupils can be collected, provided and processed
- Promote - work within the guidance provided in the SEND Code of Practice, 2014
- Promote - act promptly when decisions are made
- Innovate - provide a relevant, broad and balanced curriculum that is differentiated for all pupils with recognition given to their special educational needs and additional needs
- Innovate - raise the aspirations of and expectations for all pupils

3: Identifying Special Educational Needs

There are four broad areas of need and these categories are detailed in the SEND Code of Practice 2015 as:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of identification is to decide what action a school needs to take in order for the needs of the pupil to be met. Pupils come to Soundwell Academy with an EHCP already in place and this should state their current identified needs. The needs of pupils should be identified by considering the whole needs of the pupil which will include not just the special educational needs of the pupil.

The following may impact on progress and attainment but are not SEND:

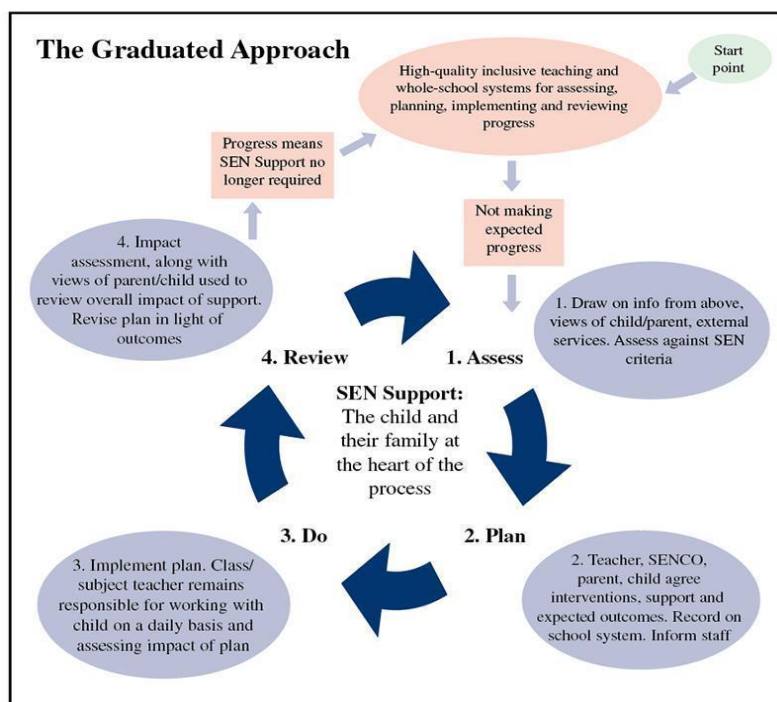
- Disability (the SEND Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an additional language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Behaviour

The needs of a pupil can and will change over time. It is the responsibility of all school staff and additional agencies working with the pupil to respond to changing needs in order that the pupil may develop and meet their potential.

4: Managing pupils' needs

On joining Soundwell Academy, pupils are placed in small teaching groups of no more than 8 pupils and staffed by a teacher and a learning facilitator.

Some pupils may be allocated a keyworker to support transition to lessons. Students are placed with consideration given to their age, emotional development, academic abilities, as well as identified needs specified on an EHCP. Teachers at Soundwell Academy are responsible and accountable for the progress and development of the pupils in their classes. This is underpinned by quality first teaching where work is differentiated for the individual pupils. Regular reviews of the quality of teaching for all pupils are undertaken by the Headteacher. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. At Soundwell Academy we follow a graduated approach to provision of intervention as illustrated below.



- **Assess:** Before starting at Soundwell, pupil's previous speech and language assessment, baseline academic assessments and consult paperwork will be read by SLT. The results of these will help us further identify needs and support staff in developing appropriate ongoing working targets. A request for specialist advice may be made at this point. The pupils are then regularly assessed throughout the academic year.
- **Plan:** This part of the cycle involves discussing, planning and agreeing what will be put in place as an outcome of the assessment information gathered. The planning involves the pupil, parents and staff as well as any other specialist professionals working with the child.
Targets are agreed to support the pupil to work towards their long-term outcomes. Following this, additional or personalized support is identified, along with any specific teaching strategies, approaches or resources to be used.
- **Do:** It is the responsibility of teachers to implement the plan on a day-to-day basis with the advice of any other professionals involved. Implementing the support plan includes the following steps:

1. Delivering high-quality teaching to the pupil in every lesson
2. Implementing any adjustments, specific strategies or approaches to classroom teaching that have been identified
3. Implementing targeted interventions or specialist provision where this requires the involvement of the teacher
4. Continually assessing and monitoring the pupil's progress and making any necessary adjustments to planning and teaching as a result.
5. Communicating regularly with the pupil, their parents, the Special Educational Needs and Disabilities co-ordinator (SENDCO) and any other staff involved in order to establish how things are going and whether any changes are required.

Some pupils will be involved in interventions to develop the core curriculum areas of literacy or numeracy or to improve other key skills such as communication, social and emotional skills or motor skills. It is expected that if a pupil is involved in an intervention, the teacher will make sure that they know what the purpose of it is, what key skills are being taught, and how they can support the pupil to transfer these skills back in to the classroom.

- **Review:** At Soundwell the targets are reviewed once times a year formally with the pupil and their family attending an Annual reviews. When the review meeting takes place the following questions are considered;
 1. What progress has the pupil made? Have they achieved their agreed targets and what is the evidence for this?
 2. What impact has the support/intervention had on progress?
 3. What are the pupil's, parents' and professionals' views on the support/intervention?
 4. What changes need to be made to targets or provision?

5: Supporting pupils and families

The Bristol Local Authority Offer can be found using the following link: <http://www.findabilitybristol.org.uk/>

The South Gloucester Local Authority offer can be found using this link:

<https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/advice.page?id=NkongJNLbul>

The Bath and North East Somerset Local Authority offer can be found using this link:

<https://www.rainbowresource.org.uk/>

The academy's offer also known as the SEND Information Report will be found on the website.

As an academy, we have links with and access to a range of multi-professional agencies that can provide support to parents, carers and pupils. These include: An educational psychologist, a Community Paediatrician, Child & Adolescent Mental Health Service (CAMHS), Speech and Language Therapist, Be Safe, Social Services, First Response and Family Intervention Teams (FIT). We also have a Family Support Worker and Learning Mentors who work closely with pupils, their families and other agencies.

The school's admission policy can be found on the website. Pupils are referred to us via Special Educational Needs (SEN) Teams from Bristol, BANES, and South Gloucestershire.

At Soundwell we will ensure that all pupils are able to access exams and assessments. The Headteacher is responsible for making sure students are assessed and gathering evidence to apply for access arrangements which allow pupils extra time, readers, scribes and rest breaks during exams. Full Access Arrangements may require a complete assessment from an external qualified tester.

6: Supporting pupils at school with medical conditions

Our policy on managing the medical conditions of pupils will be available on the website.

The academy recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including trips and physical education.

Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

As an academy for pupils with special educational needs, our pupils have an Education, Health Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

7: Monitoring and evaluation of SEND

As a specialist academy, we receive core funding for every pupil from the referring Local Authority and apply for top up funding based on each individual pupil's needs.

As an academy, we regularly and carefully monitor and evaluate the quality of provision we offer to our pupils. We use a TAC (Team Around the Child) model to monitor and evaluate the provision for each pupil and hold termly Multi-Agency meetings to discuss safeguarding, attendance, progress, changes and concerns in order that they can be addressed and action taken where necessary. This is done in liaison with other agencies, CAMHS, School nurse, Educational Psychologist and Speech and Language Therapist. We work closely with local authorities, other specialist Academies as well as mainstream schools.

It is important to work with the families of our pupils and as such, we contact parents/carers on a weekly basis with updates. Pupils' views are elicited in a number of ways including tutor time, keyworker sessions, student drop-ins, and pupil-voice questionnaires and through the school council. The EHCP outcomes are reviewed once a year with the pupil and their family. The annual review process gives all stakeholders an opportunity to evaluate provision, contribute to and plan for the future. We also invite Parents to attend curriculum review meetings, three times a year. Soundwell will also hold emergency reviews when necessary if a student is not accessing education or if their needs have changed and progress is not being made.

The Academy Council works with the academy; a named Academy Councillor takes on overall responsibility for SEND.

8: Training and resources

In order to maintain and develop the quality of teaching and provision and to respond to the strengths and needs of our pupils, all staff undertake continual professional development to ensure they receive regular, relevant and up to date SEN training.

Staff training needs are reviewed regularly, and both teaching and support staff are made aware of training opportunities that relate to working with a student with SEND.

All staff undertake an induction on accepting a post at Soundwell. This includes a meeting with the SLT to explain the systems and structures around SEND and to discuss the individual needs of pupils in their classes.

9: Roles and responsibilities

The Academy Council, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. They maintain a general overview of the Academy and have a designated SEN Representative.

The Headteacher and SENDCo are responsible for the management of Pupil Premium and Looked after Children funding.

The Headteacher along with the designated School Nurse are responsible for managing the medical needs of the children. Other agencies such as Occupational Health, may work with pupils as needed. Staff receive regular training in basic first aid and the administration of medication. The Headteacher is responsible for monitoring and advising the teachers and Learning Facilitators in all matters relating to teaching, learning and assessment.

The SENDCo is responsible for managing the support for pupils and ensuring that pupil's needs are met, overseeing the annual review and EHCP process, keeping the Academy council up to date about issues relating to SEND and following a graduated response appropriate to the needs of the individual.

The Well-being curriculum leader manages a team of Learning mentors, a Thrive practitioner, ELSA trained staff, and the pastoral support team.

Class teachers, with the assistance of Learning Support Staff, are responsible for the pupils on a day to day basis. They plan a differentiated curriculum that meets the needs of the individual pupils in order that they can make good progress. Teachers undertake regular assessments and monitor progress.

A whole school intervention programme is devised and regularly reviewed to support individual's needs; this may include additional 1:1 academic tutoring, Learning Mentor/ nurture support, speech and language therapy along with others as needed. A whole school provision map has been developed and pupils EHCPs have been cross-checked with current provision to ensure that their needs can be met.

All pupils are involved in contributing to their annual reviews. They are encouraged to be self-reflective learners.

10: Storing and managing information

Student information is held on the School information management (SIMS) system and pupils have a 'Pupil File' which is kept in a locked cabinet. All documentation is kept until a pupil leaves the school when relevant records are passed on to their next setting.

With regard to the management of all confidential pupil records and data, whether in paper or electronic format.

11: Accessibility: Statutory Responsibilities

The Disabilities Discrimination Act, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. For further details see our Accessibility Plan.

12: Dealing with complaints

In the first instance, we encourage parents and carers to speak to a member of their child's tutor team, care team, a Deputy Head, the SENDCO or member of senior management if they have a complaint and require further clarification in relation to a concern around SEND provision. However, we do also have a complaints procedure which is available if further recourse is required.

Section 13: Policy links

- Anti-bullying Policy
- Teaching, learning and assessment
- Exams and early entry
- Admissions
- Accessibility



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

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 endeavours 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 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 -	Kate Haden
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**

Deputy SENDCo: **Georgina Drew**

Local Offer Report - <https://www.stjohnsmsn.co.uk/our-church-school/key-policies-and-information/send.htm>

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 currently 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 maintain aspirations of and high 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 Individual Support Plans and Provision Maps 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.

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 of staff, particularly class teachers and teaching assistants, have important day to day responsibilities. All teachers are teachers of children with special educational needs and disabilities.

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 ensure children with SEND have the same learning opportunities as their peers. Adaptation of tasks may be needed to ensure all children can access curriculum activities.
- To provide, in consultation with class teachers, individual, small groups and in class support for children with special educational needs and disabilities.
- 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 and disabilities.
- To liaise with teaching 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.

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 who is non class based.
- A team of Teaching Assistants
- Membership of the MSNP Trust SEND Network which provides termly Network meetings for the SENDCo, ongoing professional support, staff training and access to the Network external professionals.
- 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.. 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.

Updated:12/09/24



St Julian's – SEND Procedures

SENDco- Mrs Ceri Mapstone

Local Offer Report - 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 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 and complete a Raising Concern form and to share it with the SENDCO
- to update children's Provision, targets and Single Support plans on our provision map software at least three times a year.
- To identify the provision, the child needs in consultation with the SENDCO and headteacher and to develop and review single support plans for those children with EHCPs or for those children who need ECPNA.
- Work with and communicating effectively with all Teaching assistants
- Implement, assess and review provision and targets as set out in the pupils' provision and SSP plans. This will happen in October, March and June.
- Liaise with parents/carers and the child, regarding the provision provided and the child's targets.
- 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 SEN policy and the provision mapping software.
- Maintain the SEN register and ensure all records are in place, kept securely and that parents are informed when their child is added to the register or removed from the register.
- 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 and that targets are reviewed and updated 3 times a year.
- To support teachers and teaching assistants to produce SEN timetables, in order to meet children's needs
- 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 SEN provision and practice are carried out fully
- Keep the governing body informed of developments with SEN
- Ensure that the quality of teaching for children with SEN, 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 SEN provision
- Nominate a specific governor who will adopt a monitoring and liaison role for SEN
- Ensure that the school's arrangements for assessing and identifying child's 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/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 SEN 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 SEN. Where a disabled child requires special educational provision they will also be covered by the SEN 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/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 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 SEN. Where there are concerns, an assessment will determine whether there are any causal 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 SEN. 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 SEN. 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 SEN. There are four areas of need as set out in the SEN Code of Practice:

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 hyperactivity 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 St Julian's 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 SEN. 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 SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle:

Assess

In identifying a child as needing SEN 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 SEN, 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. 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/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

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 SEN 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 SEN 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 SEN 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 SEN process at our school. This is available on our school website www.stjuliansprimary.co.uk

The SEND Information Report

- The school's Information Report includes:
- who to talk to about SEN at St. Julian's
- special educational provision for children at St. Julian's
- arrangements for identifying and assessing children's SEN
- the admissions of disabled child's and access arrangements that are in place
- specialist services
- transition arrangements for children with SEN
- the allocation of resources

Provision Maps and Single Support Plans

We use Provision Map software to create provision maps and Single Support plans for children. 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 Provision Map only records that which is additional to or different from the differentiated curriculum plan. The Provision focuses on a few individual targets that match the child's needs. Children with EHCPs or who are being considered for EHCNA will have single support plans.

Requesting an Education, Health and Care needs assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN 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 SEN 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 SEN register.

Where a child is receiving SEN 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.

- 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/carers 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/carers, 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/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 SEN and how we manage SEND at St. Julian's. We do not publish the annual SEN report to governors on our website however, as due to small cohorts individual children could be identified. The school's Information on SEN 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 SEN 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 SEN and the Schools SEND Information Report

Policy date: September 2021

Review Date: September 2023



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 and Deputy SENDCO

The key responsibilities of the SENDCO and Deputy 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)

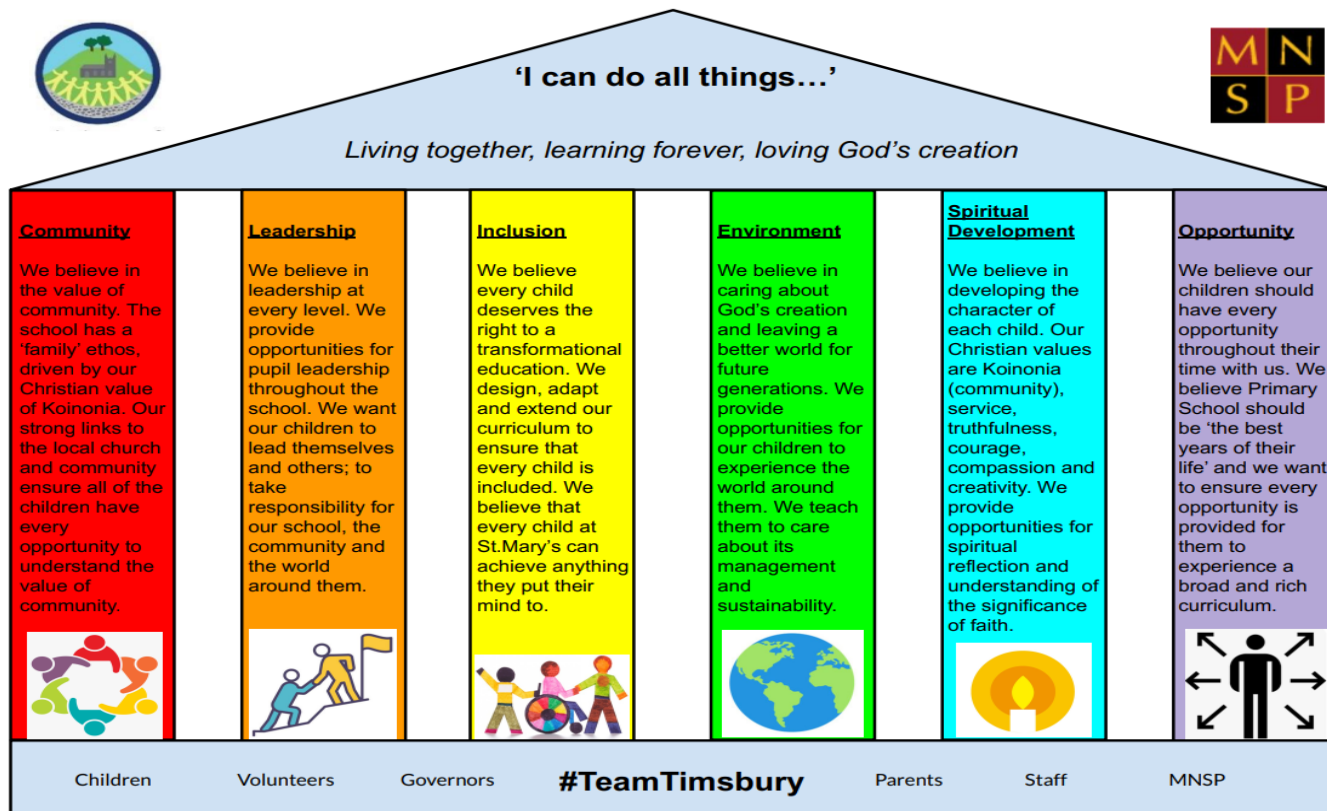
- Child and Adolescent Mental Health Service (CAMHS)
- Sensory Impairment Team
- Speech & Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Service
- Community School Nurse Health
- Promotion Service

Other services

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



Vision:



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 SEN 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 SEN 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 SEN 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:

SEN: 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 SEN 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:

Executive Headteacher: Michelle Parsons

Deputy Headteacher and SENDCo: Jamie Thomson

Thrive Practitioner: Janice Purnell

Roles and Responsibilities

The SENDCO will:

- Work with the Executive Headteacher 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 Executive 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 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 SEN and disability provision within the school and update the governing board on this
- Work with the Executive Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Executive Headteacher will:

- Work with the SENDCO 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 SEN 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 SENDCO 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, SEN 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 SEN 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 SEN 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 the 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?

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 they think their child may have special educational needs?

- 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 Executive Headteacher 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?

- 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 SEN 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:
 - o Classroom observation by the senior leadership team, the SENDCo, external verifiers
 - o Ongoing assessments of progress made by pupils with SEND

- o Work sampling and scrutiny of planning to ensure effecting matching of work to pupils need
- o Teacher meetings with the SENDCo and SEND team to provide advice and guidance on meeting with needs of pupils with SEND
- o Pupil and parent feedback on the quality and effectiveness of interventions provided
- o Attendance and behaviour records
- All pupils have individual targets set in line 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 of 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 assess, 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:
 - o Specialists in other schools, e.g. teaching schools, special schools
 - o Special Educational Needs 0-25 Team
 - o MASH
 - o Communication and Interaction Team
 - o Hearing Impairment team
 - o Visual Impairment team
 - o Educational Psychologist Service
 - o Educational Welfare Officers
 - o Health professionals
 - o Social Services
 - o School Nurse
 - o 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?

- 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?

- 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?

- 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?

- 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 2014)
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?

- 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 environment?

Our Accessibility Plan 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?

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 or 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?

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 SEN 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 SEN Funding allocation.

How is the decision made about how much support each child will receive?

- For pupils with SEN but without a statement of educational need/EHCP, the decision regarding the support provided is 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?

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?

If parents wish to discuss their child's special educational needs or are unhappy about any issues regarding the school's response to meeting the needs please contact the following:

- The Class teacher
- The SENDCo
- The Executive Headteacher

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 Sen include:

- 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 September 2024.

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 Jamie Thomson via phone 01761 470245 or email office@stmarystimsbury.co.uk

This policy will always be immediately updated to reflect personnel changes.

Other relevant documents:

School Vision and Values

Accessibility Plan

Safeguarding Policy

Mental health and Well-Being Policy

Behaviour 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 to 25 SEND Code of Practice

Policy reviewed and updated September 2022

Rationale:

All pupils have an entitlement to the full range of educational opportunities available. It is expected that, given the nature of the pupil intake into St Matthias, that a significant number of pupils will exhibit signs of learning and behavioural needs. Differentiation within the classroom will meet many of the needs of the majority of students. However, those students identified as having needs beyond this level will have additional provision made available by the Senior Leadership team. All aspects of intervention and support will be monitored and reviewed by relevant staff. This will ensure that any provision is co-ordinated and meets the ongoing needs of pupils and enables them to progress accordingly.

Aim:

Pupils within the Academy often arrive with literacy and numeracy levels below their chronological age. Many come with a history of failure within key subject areas and have made little progress throughout their primary and secondary education. Most have at some point been identified as having moderate learning difficulties and/or behavioural difficulties. The initial aim of all teaching within the Academy is to help pupils to reach a functional level which will enable them to cope with the demands of life after education.

SENDCo:

The school SENDCos are Julie Caswell, Hannah Grant, Dominique Deluliis and Rob Sales. The Headteacher Aileen Morrison, and Deputy Head Simon Quinn support the SEND provision as part of their role within the SLT.

SENDCo responsibilities:

1. Working with staff to identify students with SEND
2. Maintaining and updating the SEND Record
3. Advising staff on issues relating to SEND
4. Liaising with external agencies such as the Educational Psychologist
5. Assisting staff with fulfilling the requirements for EHCP's
6. Assisting staff with preparing Risk Assessments on individual pupils
7. Working with the Learning Mentors to provide individual support packages

Admission:

All new pupils are assessed in all curriculum areas levels during the Induction period. Staff are informed of the results in Pupil Focus meetings where support strategies are discussed and concerns forwarded to the SLT. Pupils complete a Behaviour Self-Assessment and a SLCN assessment.

Students with high SEND needs will be identified through baseline testing, Boxall assessment and the use of the YARC Reading Age Assessment. Previous school information will also be taken into account, for example SAT's data. This information will be combined onto a Support plan document along with the pupil and parent's views. This occurs within the first 8 weeks of their programme. This document is reviewed termly to ensure it continues to reflect the needs of the pupils and identifies attainable targets to work towards. If necessary, involvement of agencies such as educational psychologist and speech and language therapist will also conduct assessments. This may lead to an application for an EHCP to be made.

If pupils complete the EHCP process SENDCos will work with the local authority to identify a suitable placement to meet the needs of that child.

Assessment and review:

1. All Support Plans are reviewed termly with an active involvement from the pupil and the parents/carers. This includes reviewing targets and setting new targets when appropriate.
2. Curriculum Assessments are carried out every six weeks throughout the year
3. Regular staff meeting enable staff to share information about individual pupils.
4. EHCP meetings, annual review meetings and transition planning meetings involving parent/carers, learnings and external agencies occur regularly to monitor progress of the pupil.

Access to the curriculum:

All pupils have access to a broad and balanced curriculum. Teachers are responsible for any differentiation and management of LSA's needed to ensure pupils with difficulties have full access to all areas. Students with additional funding may receive support within or beyond the classroom.

External Support Services:

St Matthias is committed to working with external agencies in order to provide the best possible package of support for each individual. The school will seek the advice of appropriate support services at all levels of intervention but particularly when making submissions for statutory assessment. Typical agency involvement may include;

- The Bristol Drugs Project
- Social Services
- Child & Adolescent Mental Health Services (CAMHS)
- Youth Justice Service (YJS)
- Family in Focus (FIF)
- Supportive Parents
- BROOK Sexual Health Clinic
- Barnardo's Against Sexual Exploitation
- Creative Youth Network
- Project 28
- Off The Record

Educational Psychology Service

An Educational Psychologist has a number of sessions allocated to the school each year. This is reviewed annually with a view to creating a service level agreement and likely schedule of visits. The SENDCo co-ordinates the EP provision. The EP is Freia Schulz and she is supported by a colleague.

There are 20 allocated EP days a year which are shared across the three St. Matthias sites.

Pupils that have not been permanently excluded are sometimes seen by an EP from their referring school and not by the Academy allocated EP. This is decided on a case by case basis and the Academy still has need for its own EP due to high numbers of pupils with additional needs being referred.

With many pupils the EP's role is to further assess pupils, to contribute to the EHCP process, annual reviews, to co-ordinate multi agency meetings and to advise on all levels of SEN provision. Advice from the EP reports is communicated to staff and stored electronically in the pupil's current pupil file. The information also contributes to a pupil information sheet shared with all staff outlining needs and strategies.

Speech and language service

St Matthias commissions 1 day per week from a Speech and language therapist from Child Speech. The role includes assessing the needs of pupils, feeding into EHCP application processes, providing advice and resources to support the development of pupil's communication needs. The speech and language therapist helps us to develop our overall approach to communication across the school through training, resources and discussion.

Other services

Health related issues are referred to the school nursing service which can arrange appointments to meet with pupils who have self-referred.

Key Stage 4 has an 'Independence and Guidance' Counsellor who provides support for placement needs and post 16 education.

The school also arranges in-house case conferences, where appropriate, calling on relevant support services.

Links with other schools:

St Matthias endeavours to work closely with feeder schools, both primary and secondary, in order to maintain continuity of provision for pupils. St Matthias also works to provide reintegration support packages and smooth transitions to Special School placements for students where appropriate. There is increasingly close work now with other schools within the Midsomer Norton School Partnership Trust and a Special/AP Hub within the Trust has been established. The Executive Lead for SEND within the Trust is Sophie Addison.

Partnership with Parents/Carers:

St Matthias is committed to working closely with parents and carers.

Prior to starting at the school parents and carers are shown around the school, introduced to staff members and sign the Home & School agreement.

Meetings are held outside of school every other term to discuss student progress and to set Individual Behaviour targets for the coming term. Staff also provide weekly written feedback and make regular calls to discuss behaviour. Parents/carers are

encouraged to communicate and meet with staff if they have any concerns about their child's educational/personal development.

Parents of SEND pupils are also informed of Supportive Parents, a group consisting of parents of SEND pupils which helps support other parents of SEN pupils. Parents are consulted regarding EHC plans and statutory guidelines on timescales are adhered to.

Each year parents/carers are invited to attend; the school Achievement Day, KS3 Parents' Evening and the Key Stage 4 Parent's evening.

Parents and Carers are expected to attend PEP and Annual Review meetings, where they are able to contribute their own views.

Additional Updates

It is rare for pupils to enter St Matthias with a completed EHCP in place however this does happen. In part this is because of many specialist provisions in the city having no available space. Likewise, once a pupil has a completed EHCP naming a suitable provision to meet their needs, they should move on in a timely manner. However, the shortage of available places at Specialist provisions has meant that a number of pupils may remain at St Matthias a little longer until a place becomes available.

The Academy may be required to carry out top up applications for pupils after their initial period of stay where it is identified that additional funding is required to meet their needs.

Concerns

Should a parent or carer have a concern about the specialist provision made for their child they should in the first instance discuss this with the class teacher/tutor. If the concern continues then it should be discussed with the SENDCO.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Headteacher is unable to resolve the difficulty, the parent's concerns should be put in writing to the Local Governing Body SEND representative. If a parent is still dissatisfied, the parent should contact Eileen Flynn, the Chair of the Governing Body, who will be involved after other avenues to resolve the situation have been exhausted.



SEND Policy Statement

Vision

*At Trinity we promise to respect, show kindness and encourage each other as we learn to grow together.
We recognise that we are all unique and precious to God:
together we create our school family, a place where we are celebrated for who we are and all that we achieve.*

The ethos of Trinity Church School is based on Christian values. As we Learn, Grow and Believe Together, “We encourage one another and build each other up” (Thessalonians 5:11). 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 endeavour to develop our core values of Respect, Trust, Courage, Compassion, Friendship and Creativity through our curriculum and school life in **all** pupils at Trinity Church School.

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 consider their varied life experiences and particular needs. 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. We are committed to providing an education with aspirational outcomes, which enables all pupils to make progress, become confident individuals who ‘learn, grow and believe together’.

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 Trinity Church School is on defining the child’s Special Educational Needs, discovering the most appropriate provision, and working collaboratively to put provision into place and to monitor and celebrate 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 teach and support 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 child’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 Executive 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.

Executive Headteacher

The Executive Headteacher designates the SENDCO to have lead responsibility for SEND.

- 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 Local Authority and Midsomer Norton Schools Partnership.

SENDCO

The school SENDCO is **Mrs Clair Hurley**. The SENDCO holds the National Award for SEND Co-ordination.

The key responsibilities of the SENDCO include:

- Strategically plan for SEND provision across the school and pre-school.
- Oversee the running of the provision for students with SEND including supporting class teachers, ensuring small group and individual student support is evidence based and appropriate to a child's send needs.
- Organise and oversee the SEND provision provided by the SEN Teaching Assistants and have overall responsibility for the performance management of SEN Teaching Assistants.
- 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
- Liaise with external agencies including the Local Authority support and Educational Psychology services, Speech & Language, Occupational Health, CAMHS, Paediatricians and Social Services.
- Liaise with the subject leads 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

All teachers are teachers of SEND.

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 scaffolded and adapted to take account of the individual needs of students with SEND
- Monitoring the progress of students with SEND adjusting planning making adaptations and scaffolding to ensure inclusion where a student is not making progress in line with peers
- Lead and work in partnership with SEND Teaching Assistants so that everyone is 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

HLTAs and Teaching Assistants will:

- Liaise in class with the teacher, supporting teaching and learning, to ensure the needs of **all** students are met.
- Work with students 1:1 and in small groups for intervention and working on individual pupil SEND targets.
- Work with the SENDCO and class teachers to develop programmes of study for groups and individual students.
- Attend appropriate training to support their role.
- Deliver personalised plans guided by external professionals including: Speech and Language Therapy, Occupational Therapy.

Parents/Guardians/Carers

Parents/Guardians/Carers are responsible for:

- Attending EHC Plan annual reviews or SEND Support Plan review meetings.
- Informing the SENDCO of any concerns or updating information regarding the students.

- Supporting the school to effectively address difficulties experienced by their child.

Schools Administration and Admissions

The Executive 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 Executive 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 Team

The SEND teamwork with the SENDCO to ensure that pupils SEND needs are met in order that SEND pupils are able to access the curriculum based on needs identified through in-school assessment or by external professionals. This is achieved through:

- Delivery of Speech and Language programmes.
- Delivery of Occupational Therapy programmes.
- Delivery of THRIVE and ELSA support.
- Delivery of Autism Support

The SEND Team:

- Provide support to teachers and undergo additional training 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 class as often as is possible and/or appropriate, whilst ensuring they develop independence.
- The SENDCO ensures that other schools to which they may transfer know our students' Special Educational Needs.

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 early identification of needs and reduce the long-term impact on the child's learning or well-being.

Acorns Pre-School

The process of identification normally starts in our pre-school and through liaison with our wider feeder Pre-schools. The SENDCO works alongside our Pre-school and Nursery leads, liaising with parents and health visitors to identify any additional needs. Children are discussed with the SENDCO if they are not meeting their milestones as measured by the Development Matters and Birth to Five statements. Team Around the Child meetings enable parents, pre-school and wider professionals to work together to identify specific needs. SEN Support Plans are put in place to monitor small steps of progress which begin the Assess Plan Do Review cycle. When meeting the Local Authority threshold, applications are made for Transition Support Funding to support pupils in their move into primary school. Additionally, the SENDCO and Early Years Lead Teacher visits our wider feeder Pre-schools to meet new children and discuss any presenting needs or challenges during Term 6 and this is followed up with a School Entry Plan meeting for any pupils with identified SEND needs.

ASSESS

On entering school, the reception teacher completes assessments for all reception pupils to identify any needs requiring support. Throughout the school, regular assessment including phonics monitoring, NFER assessment, reading and spelling age assessments which additionally identify when a pupil's learning is not developing at the expected pace and depth for their age.

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 wider professionals to ascertain whether or not a child with English as an Additional Language also has SEND.

Additional diagnostic assessments of pupils' cognitive profile are completed following class teacher discussions with parents to identify potential areas of need and guide provision.

With parental consent, information is sought from a range of wider professionals when the graduated response by school has been completed and further information is required.

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 and teachers. The school endeavours to assess, identify and intervene as far as is possible.

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.

Social, Emotional and Mental Health Needs are identified through class teacher relationships with pupils and parents. Bi-annual 'Right time Thrive' assessments are completed by class teachers and this may highlight pupils with additional needs in this area. The school's Track-It Light behaviour management system also highlights pupils who are finding the school environment challenging and may need additional support. There is close liaison between the SENDCO and Safeguarding Lead.

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

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

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.

Pupils with identified needs for who provision is in place that is additional from and different to that provided to their peers will be included on our Special Needs Register. The register is fluid and pupils will be added and removed as needs change. This will be discussed with parents during review meetings.

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

All pupils with SEND needs will have a SEND Support plan. These are written and reviewed 3 times per year by class teachers with the support of the SENDCO.

The plan identifies provisions and interventions in place to support the child and identifies additional targets of specific need for the child.

The class teacher will be responsible for working with the child daily. 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 external specialists and continue to monitor and share progress with parents.

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

Daily educational provision is achieved through full inclusion in lessons supported by sensitive and creative adaptations of the curriculum. Consideration is given 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 given sensitive consideration to the expected pace of learning.

There are opportunities for individual and/or group activities.

There is access to a wide range of resources to support SEND pupils. 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, Chromebooks and SEND software including Clicker 8 and Widgit Online (see ICT policy).
- Special Educational Needs resources including writing slopes, wobble cushions, pencil grips, talking tins, reading line trackers and a range of sensory resources.
- Access to a well-equipped nurture space 'The Rainbow Room' overseen by the Thrive Practitioner and ELSA.

SEMH needs are overseen by the SENDCO supported by the Senior Leadership Team. 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.

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 cooperate 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.

Educational Health Care Plans (EHCPs)

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 SEND Support 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.

EHCP Review

Children with an EHCP will be reviewed 3 times per year. 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 review the EHCP and SEND Support Plans strategies employed to enable the child.

Progress will be recorded within a SEND support plan which will include information about:

- The short-term targets set for the child.
- The teaching strategies to be used.
- The provision in place.
- How the targets will help the child in their learning
- Who is responsible for specified outcomes
- How the child can be successful
- The review dates.
- Mid-point reviews are updated by teachers with parents and teaching assistants where and SENDCO support as needed.
- 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.

School trips & educational visits

The SEND Team often accompanies 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

A number of strategies are in place to enable effective pupils' transition. These include:

Secondary Transition

- During an annual review for pupils with an EHCP in Year 5 the transition school is discussed with parents and parents are supported to make decisions regarding school choice.
- During the Year 6 Annual Review for pupils with EHCPs inviting SEND representatives from the receiving school.
- The SENDCo will discuss SEND pupils with a SEND representative from transfer schools to share relevant data and information about the pupils.
- 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.
- ALL SEND records of pupils who leave the school will be transferred once confirmation has been received that the pupil has begun to attend the new school.

EYFS Transition

- The SENDCo meets with all new parents of pupils who are known to have SEND at a School Entry Planning meeting to allow concerns to be raised and solutions to any perceived challenges to be prepared prior to entry.
- The previous pre-school records, including SEND records will be requested.

SENDCo will visit the pre-school with the Early Years Lead Teacher and meet the pupil and setting staff prior to school entry.

External Professional Agencies

The SEND Team 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 and through the Midsomer Norton Schools Partnership SEND Support Team.

The school commission support from C&D Speech and Language Therapy and have a therapist in school weekly.

The SENDCo has regular contact with the following agencies:

- BANES 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
- 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
- Educational Mental Health Support Practitioner Team (Oxford Health)
- Southside
- Young Carers

Other services:

- Children Missing Education Service (CMES)
- Off The Record
- Independent counselling services
- Children Unlimited – Occupational Therapy support service
- ASDSS (ASD Support Service)

Safeguarding pupils with SEND

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. 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.

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, and reviewing the record keeping procedures. The SEND Governor will have a key role within this process, alongside the Executive Head Teacher. The policy will be re-visited annually.

Reviewed: 20 September 2022



The Vision for Our School

Trinity First School aims to enable all children to participate, engage and achieve the best possible outcomes by being fully included in all aspects of school life.

The school believes that with appropriate provision, every child with special educational needs and/or disabilities can be helped to achieve their absolute potential.

1. Definitions of Special Educational Needs and Disabilities (SEND) - taken from section 20 of the Children and Families Act 2014

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Current legislation can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

2. SEND 'Local Offer'

County Councils are required to produce a 'Local Offer' for parents and carers of children with special educational needs or a disability (SEND). The purpose of the Local Offer is to 'offer' information for parents, in a single place, which helps them to understand what services they and their family can expect from a range of local agencies - including their statutory entitlements - and make clear what is available for their child from early years settings, schools (including academies and free schools), colleges and other services. The offer also includes what is available from health and social care and covers provision for children and young people from birth to 25. [Somerset's SEND Local Offer](#)

3. The Graduated Response toolkit (previously The Somerset Core Standards)

Somerset Local authority have updated their Core Standards and they are now referred to as Somerset's Graduated Response Toolkit.

In addition to The Local Offer Somerset has a particular focus on the following identified as [Somerset's Graduated Response Toolkit](#) that we now work with at Trinity First School.

The GRTK works to achieve five main objectives:

- Universal support in class accessible to all pupils
- SEN support available to some pupils who need it
- High needs support available to just a few pupils who need it.

Linked to this, individual schools are required to produce a 'School Offer' in the form of a School Information Report. This is on the school website and refers to *process and provision* the school makes for children with SEND.

The Graduated Response Toolkit

The Graduated Response toolkit is used in schools to identify what is could be available for every child who attends an educational setting in Somerset. The Graduated Response toolkit has been developed in response to the need for a robust level of inclusion for SEND pupils in mainstream schools alongside the recognition that not all children, who have a medical diagnosis and/or are finding learning challenging, have a special educational need or require additional and/or specialist provision. The Graduated Response Toolkit also ensures that schools offer best practice *universally* to all students and are, as a result of this, better able to identify targeted needs when they arise in individual pupils.

The Graduated Response Toolkit will be referred to in this document as one of, or part of the process(es) incorporated in the management and identification of SEND in children attending Trinity First School. They will also be referred to as a system that identifies three levels of input/support they are:

All children (universal)

Some children (SEN support/ targeted)

A few children (High Needs/personalised).

4. Educational Inclusion

In our school we have high expectations of all pupils and aim to offer excellence and choice to all children, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation through the facilitation of Somerset's Graduated Response Toolkit in all four areas of SEND identified in the 2014 code of practice (Appendix 1). We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision and graduated adjustments identified in the Somerset Graduated Response, 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 in order to succeed

Aims and Objectives

In line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2014) and through the use and implementation of The Somerset Graduated Response we aim to provide every child with access to a broad and balanced education, which includes access to the National Curriculum.

We will achieve this by:

- Setting high expectations for every pupil, irrespective of their prior attainment.
- Ensuring all learners have equal access to a broad and balanced curriculum and that, where necessary, the curriculum is personalised to meet individual needs and abilities.
- Identifying pupils with SEND as early as possible and ensuring that all their needs are met.
- To create a school environment where pupils feel safe to voice their understanding of their needs through gathering pupil's views on their learning experiences in 1:1 meetings with relevant adults within the school (e.g. learning support manager, class teacher, SENCo, teaching assistants). Pupil participation is a right and a highly promoted element of the 2014 SEN code of practice.
- Communicating effectively with parents and carers, through regular meetings ensuring they are informed of, and understand their child's special educational needs and/or disability. The school will provide information on their child's provision and its effectiveness.
- Promoting effective partnerships with external agencies when a child's needs cannot be met by the school alone
- Monitoring the progress of all pupils in order to aid the identification of pupils with SEND
- Monitoring of pupils with SEND to ensure that they are achieving at their full potential

5. Facilities for Pupils with SEN and Disabilities

Trinity First School caters for pupils aged 4-9 years. The school is on a level site and fully accessible. There are two disabled toilets, one in each part of the school.

The school has a Nurture Group offering support to 12 children five afternoons per week for concerns such as speech, language and communication, autistic spectrum conditions and cognition and learning.

Some children and young people who have SEN may also 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”. Other pupils may have a disability but no special educational needs.

Trinity First School has an Equalities Policy and an associated Equalities Action Plan. The Plan details the work we have done and continue to do to increase access and participation for pupils, parents and staff, particularly but not exclusively for those with SEN and disabilities. The Equalities Policy and Action Plan are available on the school website and in hard copy on request.

Admission Arrangements

Trinity First School will not refuse to admit a child to the school based on their special educational needs or a disability unless undertaking the consultation process as part of the Education Health and Care Plan process (see admissions policy).

Special Educational Needs Coordinator (SENCO)

All schools must ensure there is a qualified teacher designated as SENCO, at Trinity First School this is **ANITA CRAWLEY**.

The SENCO is responsible for ensuring that the needs of pupils with special educational needs and disabilities are appropriately met.

- The SENCO has responsibility for determining the strategic development of SEND policy and provision in school and:
- Coordinating the provision for and managing the responses to children's special needs.
- Supporting and advising colleagues.
- Overseeing the records of all children with SEND.
- Effectively communicating with parents and carers.
- Working in partnership with external agencies and support services.
- Monitoring and evaluating the SEND provision and reporting to the Local Governing Body.
- Managing resources, both human and material, to enable appropriate provision is made for children with SEND.
- Contributing to the professional development of all staff.
- Making requests for assessment to secure EHCPs when and where appropriate.

Local Governing Body

The Local Governing Body has due regard to the 2014 SEN Code of Practice when carrying out its duties toward all pupils with SEN and disabilities.

Identification of Pupils' Needs

Early identification is vital. If a child is not making expected progress, the class teacher will speak to the parents or carers, identifying elements of Somerset's Graduated Response Toolkit that have been implemented – and that would benefit from being implemented at home - as well as discussing areas of strength and weakness in their child's learning profile.

The SENCO will then work closely with teachers and parents/carers to plan an appropriate programme of support where class-based adjustments and interventions have not elicited desired outcomes.

The class teacher and the SENCO will identify what additional provision is required in order to aid progress. This may involve other (individual) assessments to provide detailed and accurate indicators in respect of the child's specific needs. (see 'recognising children with SEN')

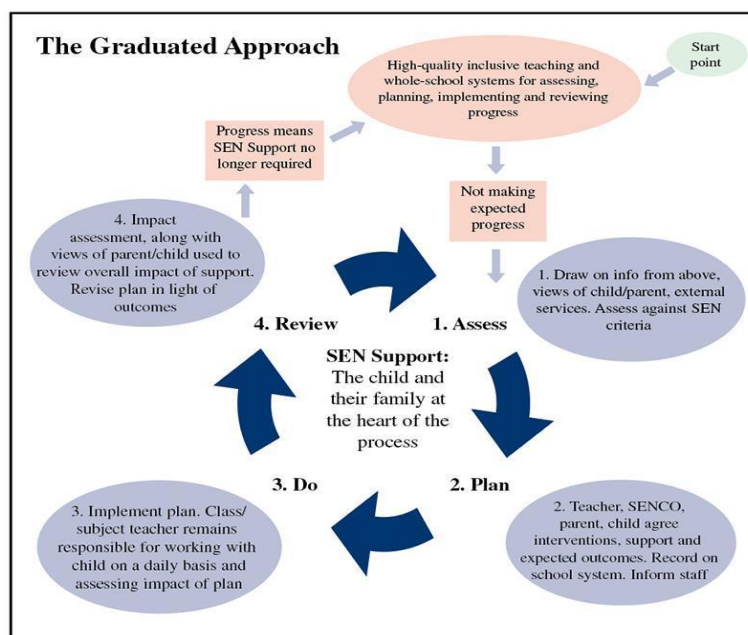
We identify children with SEN through:

- Information provided by parents
- Information passed on from previous schools/nurseries
- Information from and communication with health professionals such as paediatricians, health visitors, speech therapists etc.
- Our own assessment procedures including
 - teacher assessments
 - summative assessments (at key points of a child's learning pathway)

- pupil progress meetings
- standardised screening
- diagnostic and assessment tools
- Collaborative consultation with the Autism and Communication Team
- Collaborative consultation with Somerset County Council's Educational Psychology Service
- Collaborative consultation with Somerset County Council's Sensory, Physical and Medical Support Service
- Collaborative consultation with Somerset County Council's Learning Support Service

6. Provision for Pupils with Special Educational Needs and Disabilities

Once a child has been identified as having an additional and/or special educational need, Trinity First School will adopt a **GRADUATED RESPONSE** advocated by the 2014 SEN code of practice and laid out in the diagram below.



The Somerset Graduated Response Toolkit encourages all schools in Somerset to consistently apply certain strategies and support techniques allowing accurate identification of SEN to occur when a child is not making the expected progress.

Where it is determined that a pupil does have SEN (see above 'identifying pupils with SEN'), parents will be formally advised of this and the pupil's name will also be placed on the school's **SEN List**. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put into place and so remove barriers to learning.

The school then enters into a cycle of assessment, planning, carrying out actions from plans and reviewing of progress. This is the **ASSESS, PLAN, DO + REVIEW** cycle. This cycle is revisited to ensure the child is continuously accessing and responding to appropriate learning input. Reviews are regular and inform next steps to success.

Provision Maps

Overseen by the SENCO and Learning Support Manager, teachers keep records of additional or different provision made for some individuals/small groups of pupils under SEN support (Graduated Response – SEN Support/targeted/some). This information is recorded on provision maps. Provision maps state:

- what the additional need is
- the outcome required from the support (recorded as a measurable target)
- teaching strategies to be used to achieve the target

Provision maps form part of discussions with parents about the child's progress, expected outcomes from the support and planned next steps.

Provision maps show the provision the school makes which is additional to and different from that which is offered at whole class level (Graduated Response standard-universal/all).

The SENCO and SEN Governor also use provision maps to maintain an overview of the programmes and interventions used with different groups of pupils and to monitor the levels of intervention and their impact.

SEN Support

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. This is documented through provision maps (see above) and/or individual learning plans (below).

The school will also, where appropriate during any cycle of SEN support, ask for advice and or assessment from one or more of the following:

- Speech and Language Therapy services
- Occupational Therapy Services
- Autism advisory services
- Physical Disability services (e.g. hearing and visual impairment)
- Learning support Services
- Educational Psychology service
- Community paediatrician

Individual Learning Plans (ILPs)

An Individual learning plan may be set up for any child who requires significant additional support to access learning (Graduated Response - few/individualised).

An ILP identifies:

- the area of concern and source of advice recommending type and level of support
- the specific targets to be achieved in a set time period (normally 1-2 terms)
- teaching strategies required to achieve the targets
- the adult who will be supporting the learning
- the recommended amount of learning support time required to achieve the target
- Date for review

The class teacher and the SENCo are responsible together in deciding whether a child would benefit from an ILP. Children that require an ILP will have been supported through implementation of Graduated Response (universal and targeted) beforehand.

Provision maps and ILPs are accessed by the children's class teachers and supporting adults as well as by the SENCo. Children are involved at an appropriate level in setting and monitoring progress towards targets in provision maps and ILPs.

Application for an Education, Health and Care Plan

If a child has significant special educational needs and/or difficulties that are predicted to impact on their learning experiences in the long term, the SENCo will draw up a request for assessment of high need with the view of achieving an Education Health and Care Plan for the child. This is requested by the school or the parents and sometimes recommended by health care professionals. This will occur where the complexity of the needs of the child are such that a multi-agency approach to assessing that need and planning for it, is required. The decision to make an application for request for assessment for an EHC Plan will be taken at a progress review.

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

- Parents
- Teachers
- SENCO
- External education professionals who have worked with the child
- Health professionals
- Children's Social Care

Information will be gathered relating to the current provision, actions that have been taken and the progress towards targets set. The information is gathered and sent to the SEN department at Somerset Local Authority where a decision will be made by a group of professionals from education, health and social care on whether the child meets criteria for an EHC Plan.

A child who meets criteria for an EHCP will need to show high levels of need met by high levels of provision at school. The process is long (20 weeks) and complicated. Once a RFA is agreed the process is managed by the Local authority. For more information go to:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education-health-and-care-plans/>

Education, Health and Care Plans

Following Statutory Assessment, an EHC Plan will be provided by Somerset County Council, if it is decided that the child's needs are profound enough. If Somerset County Council turn down the request, there is an appeal process. For more information visit <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education-health-and-care-plans/>

If the EHC Plan has been completed and agreed, it becomes a statutory document and is reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place like reducing or increasing levels of support and/or request for specialist provision. The Local Authority require outcomes of the annual review to be shared with them.

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, and as far as possible, in line with the wishes of their parents/carers and the needs of the individual.

The school's Equalities Action Plan outlines how Trinity First School monitors this provision and includes:

- Keeping staff fully informed of the special educational needs of any pupils in their charge, including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEN.
- Making use of all classroom facilities and space
- Effectively using in-class provisions and support to ensure that the curriculum is differentiated where necessary
- Making sure that individual or group tuition is available where there is evidence that pupils would benefit from this provision
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels

Evaluating the Success of Provision

In order to make consistent, continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

The school's Governing Body has a duty to evaluate annually the provision the school makes for pupils with SEN. The following practices provide evidence that supports the evaluation process:

- Discussing children's progress with parents.
- Analysing SEN pupils' attainment as recorded in national assessments (end of EYFS assessments, Year 1 Phonics Screening, Year 2 SATs etc.
- Including the pupils in all areas of the curriculum.
- Accessing outside agencies to support staff.
- Providing training to meet the needs of both staff and children.
- Monitoring the delivery of the curriculum.
- Developing inclusive strategies such as Somerset Total Communication (STC) signs and symbols.
- Governor monitoring.

- The monitoring of provision maps and ILPs.

The Governing Body oversees the effectiveness of the school's SEN & Disabilities Policy. There is an identified governor who has the responsibility to ensure the Policy is adhered to. It is the Governing Body's responsibility to ensure that the school is meeting the needs of pupils with SEN and disabilities and appropriately supporting their families.

Parental views will be sought through questionnaires and interviews.

There is an annual evaluation of the effectiveness of the school's SEN provision and policy. This is undertaken by the county adviser for SEN, the SENCO, class teachers and the SEN Governor. Information is gathered from different sources such as child and parent/carer surveys, staff surveys, parents' consultation meetings, feedback forms etc. This will be collated and published by the Governing Body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school improvement planning.

Staff Professional Development

The school aims to keep all school staff up to date with relevant training and developments in teaching practices in relation to the needs of pupils with SEN and disabilities. Information is gathered every year to help identify the training that is necessary for staff. This will depend on the range of special educational needs that pupils in the school have at any one time. Training is provided in the following ways:

- In-house training
- Mentoring
- Observation of others' practice
- Visits to/links with other schools
- Attendance at externally provided training events
- Participation in accredited training opportunities
- Specific training for staff e.g. Team Teach manual handling/Behaviour Management/SEND conference/Health and Safety.

The SENCO attends relevant SEN network meetings, and facilitates/signposts relevant SEN training opportunities to all staff.

The school recognises the need to raise awareness of and promote the ability of the staff to support pupils with SEN and disabilities. The SENCO, with the Senior Leadership Team, ensures that training opportunities are matched to school improvement priorities and those identified through the use of provision management.

7. Support Services

We have a range of Support Services in Somerset that we can call on to give us advice, support and training on SEN. In our school we access information from:

- The Frome Learning Partnership (17 schools in the local area)
- The Panel for Excluded and Vulnerable Pupils (PEVP)
- Autism and Communication Team
- Educational Psychology Service
- Sensory, Physical and Medical Support Service
- Inclusion support Team (formally the Learning Support Service (including dyslexia))
- Medical professionals

Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents and class teacher.

The Health Service and Children's Social Care

Many pupils with SEN and disabilities have support from or involvement with Health and/or Children's Social Care. These pupils are best helped when all professionals work closely together. To support this, staff at Trinity First School:

- work with designated Health and Social Care personnel to seek advice on pupils' needs

- attend review meetings with appropriate professionals and parents/carers to discuss pupils' needs and progress
- ensure that the advice of external professionals is implemented at school through ILPs or similar.

Working in Partnership with Parents/Carers

Trinity First School believes that a close working relationship with parents/carers is vital in order to ensure:

- early and accurate identification and assessment of SEN leading to the correct intervention and provision
- good social and academic progress is made by pupils with SEN and disabilities
- that personal and academic targets are set and met effectively.
- That parents feel happy that their children are receiving the best support to reach their potential in learning.
- Parent/carers are kept up to date with their child's progress through:
 - twice yearly parent consultation meetings with class teachers
 - meetings with the SENCO and external professionals where appropriate (three times a year)
 - formal reports, where appropriate, including the child's annual written report
 - Informal daily interactions

In cases where more frequent, regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs.

The parent support service **SENDIAS** [Somerset SENDIAS](http://SomersetSENDIAS) provides information, advice and guidance on special educational needs and disabilities and can provide an independent parent supporter for all parents who wish to access this service.

For more information Phone: [01823 355 578](tel:01823355578) email: info@somersetsend.org.uk or go to [Somerset SENDIAS](http://SomersetSENDIAS)

Transition

Pupils with SEN and disabilities are offered additional visits to their allocated middle school, accompanied by class teachers and teaching assistants. SENCO's from both schools meet for formal discussion about children with SEN and organise School Entry Plan meetings in order to discuss individual needs and set up targets and actions required for a smooth transition.

Detailed information and records will accompany children, and staff from receiving schools are offered the opportunity to visit the children in our setting.

Management of Complaints

We are always happy to talk to parents/carers and listen to any concerns they may have. If there are worries or concerns about how the school is providing for a child, please talk to your child's class teacher or to the SENCO. We will always do our best to respond to concerns raised with us. If you feel that your concerns are not being responded to, the school has a formal complaints procedure. You can obtain a copy of this from the school website or by requesting a hard copy from the school office.

Date adopted by the Local Governing Body:

Signed:

Amanda Seager, Headteacher

Janice Sledge, Chair of Governors

To be reviewed: March 2025



SENDco – Jo Hartley

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 headteacher 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.



Writhlington Secondary School - SEND Procedures

SENDCo for Writhlington School is Ms Jo Newland.

Local Offer Report - <https://www.writhlington.org.uk/curriculum/special-education-needs/>

Rationale

Policy to promote the successful inclusion of students with Special Educational Needs and Disabilities (SEND) at Writhlington School.

At Writhlington School 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 others 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 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 Headteacher, Mr Keith Howard.

A member of the governing body, Mr S Bamford, 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. Jo Newland, SENDCo, is currently undertaking studies for the National Award for SENDCo (NASENDCO). She also holds a Postgraduate Certificate in secondary Music teaching and a BA Hons in Music.

The SEND team consists of two full time HLTAs including one ELSA practitioner. Four full time TAs (level 3) including ELSA, SALTA, Autism and Literacy practitioners and seven 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, 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

Writhlington School has links with Fosseyway 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
 Action for Blind People: www.afbp.org
 Attention Deficit Disorder Information and support service: www.addiss.co.uk
 Asthma UK: www.asthma.org.uk
 Asthma Help: www.asthma-help.co.uk
 Aidsmap: www.aidsmap.com
 Autismspeaks: www.Autismspeaks.org
 Avert: www.avert.org.uk

BBC Health: www.bbc.co.uk/health
 British Heart Foundation: www.bhf.org.uk
 British Dyslexia Association: www.bdadyslexia.org.uk
 Bipolar Aware: www.bipolaraware.co.uk
 British Deaf Association: www.bda.org.uk

Cancerbackup: www.cancerbacup.org.uk
 Childline: www.childline.org.uk
 City of Bath College: www.citybathcoll.ac.uk
 Connexions West of England: www.connexionswest.org.uk
 Cystic Fibrosis Trust: www.cftrust.org.uk

Defeat Depression: www.depression.org.uk
 Dyslexia Institute: www.dyslexiaaction.org.uk
 Dyspraxia Foundation: www.dyspraxiafoundation.org.uk
 Direct gov: www.direct.gov.uk
 Disability Rights Commission: www.drc-gb.org
 Disabled Students Allowances: www.dfes.gov.uk/studentsupport
 Department for Education and Skills: www.dfes.gov.uk
 Diabetes UK: www.diabetes.org.uk

Eating Disorders Association: www.edauk.com
 Epilepsy Action: www.epilepsy.org.uk

Hearing Voices Network: www.hearing-voices.org
 4Health: www.channel4.com/health

Mental Health Foundation: www.mentalhealth.org.uk
 Macmillan Cancer Relief: www.macmillan.org.uk
 Manic Depression Fellowship: mdf.org.uk
 Mind: www.mind.org.uk

National Self-Harm Network: www.nshn.co.uk
 National Phobics Society: www.phobics-society.org.uk
 No Panic: www.nopanic.org.uk
 NHS Direct: www.nhsdirect.nhs.uk
 National Autistic Society: www.nas.org.uk/.uk
 NaSEND: www.naSEND.org.uk
 National Attention Deficit Disorder Information and Support Service: www.addiss.co.uk
 National Society for Epilepsy: www.epilepsynse.org.uk
 Norton Radstock College: www.nortcoll.ac.uk

OCD Youth: www.ocdyouth.info
 OCDUK: www.ocduk.org
 OCD Action: www.ocdaction.org.uk

Royal College of Psychiatrists 'Changing Minds' campaign: www.changingminds.co.uk
 Royal College of Psychiatrists: www.rcpsych.ac.uk/mentalhealthinformation.aspx
 Rethink (formerly the National Schizophrenia Fellowship): www.rethink.org
 RNID: www.rnid.org.uk

Royal Association for Deaf People: www.royaldeaf.org.uk
Road to Higher Education: www.aimhigherwest.org.uk
RNIB: www.rnib.org.uk

Stressbusting: www.stressbusting.co.uk
Samaritans: www.samaritans.org.uk
Sane: www.sane.org.uk
Shift: www.shift.org.uk
Skill: The National Bureau for students with Disabilities: www.skill.org.uk

UCL Institute of Health: www.ich.ucl.ac.uk

Young Minds: www.youngminds.org.uk
Young People and Self-Harm: www.selfharm.org.uk