
Special Educational Needs and Disabilities (SEND) Policy 2016

Context

This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to;

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

Governor responsible for SEND: Louise Cooke

Headteacher: Judy Martyn

SENDCo: Victoria Benfield

SENDCo Qualifications: SENDCo is a member of the SLT

Contact details: admin@highweek-primary.devon.sch.uk

This policy will be reviewed annually

Reviewed: January, 2015

Governor reviewed: September 2016

Special Educational Needs and Disability (SEND) Policy

At Highweek Community Primary School we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community. The new Code of Practice (2014), states that 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, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Highweek School believes that all children with a Special Educational Need (SEND) must have their needs recognized and assessed, with appropriate and timely intervention put in place. All staff have due regard to general duties to promote disability equality. The school strives to deliver appropriate curriculum to:

- Provide suitable learning challenges
- Meet the students' diverse learning needs
- Remove the barriers to assessment and learning

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENDCo). The Governing Board, Headteacher and the SENDCo will work together closely to ensure that this policy is working effectively.

Key Roles

The **SENDCO** has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans (or Statements until 2018) The SENDCo is a member of the leadership team and is also the designated teacher for Looked After Children (LAC). The SENDCo is Victoria Benfield.

SEND Governor: The SEND governor is Louise Cooke , who is a Co-opted Governor. She has responsibility for monitoring policy implementation and liaising between the SENDCo and the Governing Board.

Designated Safeguarding Lead (DSL) The head teacher, Judy Martyn, has specific responsibility for safeguarding and is the DSL.

In the classroom, all teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Aims and Objectives

Aims

At Highweek, all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

Objectives

- Ensure the Equality Act 2010 duties for pupils with disabilities are met.

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre.
- To employ a collaborative approach with learners with a SEND or disability, their families, staff within school, other external agencies including those from Health and Social Care
- To develop effective whole school provision management of support for pupils with special educational needs and disabilities.
- To ensure that all students with SEND are offered full access to a broad, balanced and appropriate curriculum that sets high expectations for every student whatever their prior attainment.
- To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, July 2014.
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions.
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process.
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods.
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family.
- Share expertise and good practice across the school and local learning community.
- Make efficient and effective use of school resources.
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs.
- Have regard to guidance detailed by Devon County Council.

Identification of Needs

Definition of SEND: Pupils have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him/her namely provision which is additional to or different from that normally available in a differentiated curriculum.

Definition of SEND Support: is the additional help that children with SEND but without an Educational Health Care (EHC) plan receive in nurseries and schools. SEND support encourages educational settings to respond quickly and flexibly to pupils' needs.

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers;

- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENDCo) to assess if a pupil has a significant learning difficulty and agree appropriate support. Details of assessment tools and materials used in our school can be found in **Appendix 1**.

The Code of Practice refers to four broad areas of need:

Communication and interaction - these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning - children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD).

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

Social, emotional and mental health difficulties - children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

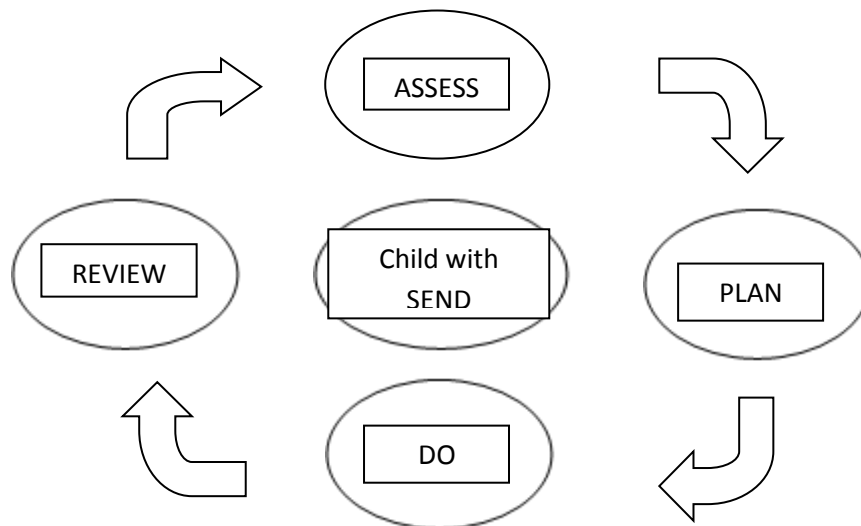
Sensory and/or physical needs - some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment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

In some cases it may be necessary to seek assessment by or advice from an external professional such as a Specialist Teacher or Educational Psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

- Educational Psychology Service (EPS)
- Communication and Interaction Team (CIT)
- Speech and Language Therapy Service
- Behaviour Support Team (BST)
- Physical/Sensory Advisory Support Team
- Educational Welfare Officer
- Children's Services

- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)
- Early Help

The four part cycle:



Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEND Support is required the teacher and SENDCo will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENDCo will provide support, guidance and advice for the teacher.

Review: The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCo, parent/carer and the pupil. This will inform the planning of next steps for a further period or, where successful, the removal of the pupil from SEN Support.

This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high

quality and differentiated teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEND register.

Parents/carers and pupil involvement in the process

We believe in a person centred approach to information gathering and the cycle of assess, plan, do, review. Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible. Targets are shared with pupils and successes are celebrated.

School Admissions

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

Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the DAF 2a My Plan will help the Local Authority (LA) in determining when this statutory assessment of needs is required. Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so ANY School will hold annual review meetings on behalf of Devon LA and complete the appropriate paperwork for this process.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs. Pupil progress is tracked half-termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Highweek Community Primary School we endeavour to support parents/carers so that they are able to:

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

Parents/carers of a child with SEN support will have the opportunity to meet with the SENDCo twice a year formally during Parent/Teacher evenings, if required. The SENDCo is happy to meet with parents/carers, without prior arrangement, whenever possible.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information Advice and Support (DevonIAS). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities. Parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Children in Care:

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a Governor for Looked after Children.

Pupil Voice

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

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families. Our processes for transition are explained further in **Appendix 1**.

Training and Resources

Allocation of resources

- Resources are allocated to support children with identified needs as identified previously.

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

Continuing Professional Development (CPD) for Special Educational Needs

- All teaching staff at the school engage in fortnightly training sessions when Quality First Teaching is addressed.
- The SENDCo and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEND – a programme covering a variety of SEN is offered to all staff which best meet their CPD needs and the needs of the school.
- All staff have regular CPD meetings. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

Funding

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Additional Resource using the DAF 3.

The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional 'top-up' funding is then paid from the local authorities high needs block into the schools budget.

Personal Budgets

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

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

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Board, Head Teacher and SENDCo, all members of staff have important responsibilities.

The **class teacher** is responsible for:

- the progress and development of all pupils including those with SEND
- ensuring the plan is implemented in the classroom
- regular liaison with parents and the SENDCo
- effective deployment of additional adults
- Identifying on class planning the provision they are making for pupils with SEND
- Supporting the SENDCo in the writing and reviewing of targets for pupils with SEND

Special Needs Assistants are responsible for:

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists.
- record keeping
- resources
- maintaining specialist equipment
- regular communication with class teacher and SENDCo

The **SENDCO** is responsible for:

- the SEND policy and its implementation
- co-ordinating support for children with SEND
- updating the SEND register and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff
- referrals to and liaison with outside agencies
- line managing TAs with responsibility for SEND and the inclusion team
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews
- supporting staff in identifying pupils with SEND.
- mapping provision throughout the school
- maintaining links and information sharing with receiving schools
- working with the Headteacher and the School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- In collaboration with the Headteacher and Governing Body, the SENDCo determines the strategic development of the SEN policy and provision with the ultimate aim of raising the achievement of pupils with SEN.

The **Headteacher** has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher will keep the Governing Board fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENDCo and the Governor with responsibility for SEND.

The **Governing Board** endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

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

Meeting Medical Needs

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

Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way using the DAF paperwork. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. ***Please see the schools Medical Policy for further details.***

Children in Hospital

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement. * E.g. *medical agencies, Hospital School, DPLS*

SEND Information Report

The school will ensure that the SEND information is assessable on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. Details on the information required can be found in **Appendix 1**.

Monitoring and Accountability

The head teacher and the LT regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings and data surgeries
- progress against national data and based on their age and starting points.
- Interventions entry and exit data
- progress against individual targets
- pupils' work and interviews

The SENDCo and class teacher map provision for each class. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary make changes to our provision.

Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users as the school is either on a ground floor level or has lift access between levels. It also has disabled toilet facilities. Highweek Community Primary School works hard to develop their accessibility and the schools' accessibility plan detailing how this is being developed can be accessed from the school website.

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014)

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf)

Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Equality Statement

This policy is compliant with the Equality and Cohesion Policy. This Policy is based on best practice to ensure a consistent and effective approach. The Governing Board and the Head Teacher (Chair of Governors) have a particular responsibility to ensure that the processes are managed fairly, equitably, objectively and must not discriminate either directly or indirectly on the grounds of a person's race, sex, gender reassignment, sexual orientation, marriage or civil partnership, disability, age, pregnancy and maternity or religion or belief.

Signed:.....Chair of Committee

Date of review and adoption by Governing Board Sept 16: _____

Date for next review: July 2017