

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Date of policy: November 2021

Review date: November 2022

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (Sept 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for school DfE Feb 2013
- SEND Code of Practice 0 - 25 Sept 2015
- Somerset Core Standards for Children and Young People (0-25); December 2016
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Policy
- Teachers Standards 2012

This policy was created by the school's Special Educational Needs Coordinator (SENCo) with the SEND Governor in liaison with the Senior Leadership Team (SLT), all staff and parents of pupils with Special Educational Needs and Disability (SEND), in the spirit of the current reforms.

Key Staff Roles

ROLE	NAME
Head Teacher	Liz Stiddard and Jamie Caswell
SEND Governor	Sophie Staple
SENCo	Ellie Jaggard

Important information services for parents and young people in Somerset.

Somerset Local Offer: <https://choices.somerset.gov.uk/025/>

Provides information for children, young people and families about services and support groups, including services for children with Special Educational Needs.

Somerset SENDIAS: 01823 355578

<https://www.sendirect.org.uk/providers/information-advice-and-support-services-network/my-services/somerset-sendias/>

This is an independent advice and information service for parents. They can provide advice about the rights of parents and children in education and also support parents through Statutory Assessment for Education, Health and Care Plans.

IPSEA: <https://www.ipsea.org.uk/contact-ipsea>

IPSEA offers free, independent legally based advice and support about young people and their rights to education. IPSEA also provides training to both parents and professionals about SEN and the law.

Somerset Core Standards:

<https://www.somerset.org.uk/iPost/iPost%20Documents/Core%20Standards%20for%20Schools.pdf>

The school uses Somerset Core Standards as a basis for provision mapping and identifying needs.

At the time of reviewing this policy Core Standards are under review and being updated. When these are republished the Core Standards for Schools can be found here:

<https://choices.somerset.gov.uk/025/education/what-to-expect-from-education/>

A POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

MISSION STATEMENT

"Every pupil with Special Educational Needs and disability in this school has a right to fulfil his/her optimum potential. This is achieved by ensuring the well being of all pupils in relation to: being healthy; staying safe; enjoying and achieving; making a positive contribution and achieving economic well being." Rita Cheminais

AIM

To create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all children can thrive.

We will achieve this by:

- Ensuring that the arrangements made for pupils with SEND are in line with the requirements in the legislations and policies listed above.
- Ensuring that each child is able to access the curriculum so that all children achieve their potential and develop their abilities to the full.
- Ensuring that children with SEND are able to participate fully in all school activities.
- Ensuring that all children are involved in the decisions made about them and their education.
- Ensuring that parents are involved in decisions made about their children's education.

OBJECTIVES OF THE SCHOOL'S SEND POLICY

The School will:

- Ensure that there is a clear way for teachers to raise concerns with both Parents and SENCo if there are concerns about a child's progress.
- Support will be put in place for children as soon as possible, in line with guidance and policies above.
- Aim to provide the most effective support for all students with Special Educational Needs.
- The school aims to support all pupils access the curriculum. Targeted interventions for literacy and numeracy will be used to help pupils with difficulties to improve progress and retain confidence as learners.
- Ensure that all staff are fully informed about support being provided for individual pupils.
- Ensure that essential policies are kept up to date. SEN Policy; Behaviour Management and Anti-Bullying Policy, Accessibility Plan; and Safeguarding policy.
- To appropriately deploy trained staff to specific roles supporting pupils with additional needs.
- To enable parents to access support in the local area.

Pupils will:

- Understand why and how their teachers are trying to help them.
- Be asked what support they think that they need and take part in decisions made about their education.
- Have access to all areas of school life.
- Be supported to be active and independent learners.

Parents will:

- Expect that their child's teacher and other adults supporting their child are aware of the pupil's needs and strategies to support them.
- Be fully aware of any additional support which is being provided for their child.

- Have the right to take part in conversations about how their child is being supported in school.
- Have the opportunity to discuss their child's needs at least three times per academic year with their class teacher. This includes two parent meetings and an additional formal meeting if requested. These meetings are in addition to any informal conversations or meetings which may be had between parents and teachers.
- Be able to request a meeting with the school SENCo to discuss any concerns.

ORGANISATION OF SEND WITHIN THE SCHOOL

- Responsibility for the progress of all pupils in school, including those with SEND, belongs to each class teacher.
- The Special Needs Co-ordinator (SENCo), Mrs Ellie Jaggard, works with the teachers to identify SEND and identify appropriate interventions for each child.
- The Governor with responsibility for over-seeing SEND in the school is Mrs Sophie Staple.
- Teaching Assistants will be directed to support children with SEND via the child's class teacher and the SENCo.
- Mrs Jaggard is responsible for maintaining the school's SEND Support register and ensures that all staff teaching a pupil with SEND have essential information about the needs of that child.

DEFINITION OF SEND

The school will provide a universal provision for all pupils, with high quality teaching that aims to be accessible and challenging for pupils.

Children have special educational needs if they need support or provision *'different from or additional to that normally available to pupils of the same age'*.

This means that a pupil does not need a formal diagnosis to be considered SEND Support, and that a pupil with a diagnosis may not be listed as SEND Support unless they are receiving additional provision. Teachers will still be made aware of any and all diagnoses, even where additional support is not needed.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

A Graduated Approach to SEND support

Somerset Core Standards have three levels of provision:

- **Universal:** Available to all pupils through high quality teaching
- **SEND Support:** Additional support available once a pupil has been identified as SEND
- **High Needs:** Further support and assessment, which may include Statutory Assessment for an Education Health and Care Plan.

Universal provision is delivered by class teachers within the curriculum. This includes regular assessment of pupils which allows the teacher to reflect on pupil's progress, strengths and weaknesses. Where a pupil is identified as doing less well than expected, the class teacher should focus feedback and intervention for this pupil to better understand whether a learning need may be present. This is known as the '**Graduated Approach**'.

The Graduated Approach has four phases in a cycle:

1. **ASSESS** - the teacher, through normal practice, assesses a pupil's strengths and weaknesses.
2. **PLAN** - based on this assessment, the teacher then plans a specific intervention to support that pupil.
3. **DO** - The intervention is carried out.

4. REVIEW - The impact of this intervention is measured and used to re-assess the pupil.

At all stages the SENCo supports and works with the class teacher. This is done systematically through termly meetings between Teacher and SENCo, where pupils identified as SEND Support are discussed and the teacher also discusses pupils who may be of concern.

If in these cycles and meetings additional provision (such as an intervention outside the normal classroom) is thought necessary, then this pupil is listed as 'SEND Support'.

A teacher may feel it valuable to maintain an Individual Support Plan (ISP) to track interventions and targets for pupils. These should be shared and completed in consultation with parents when used.

AREAS OF SEND

Where a pupil is identified as SEND Support, parents will be informed that this has taken place and the register will state their primary area of need. There are four main areas:

1. Communication and Interaction

Children with speech, language and communication needs may have difficulty in communicating with others. This may be a difficulty in expressing themselves, or understanding others.

This area of need includes Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN) and Developmental Language Disorder (DLD, previously known as verbal dyspraxia).

2. Cognition and Learning

This area of need describes learning differences which may affect children in specific areas or more generally. Some children may learn more slowly than others, and some children may have a specific difficulty in (for example) literacy.

This area of need includes all Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia etc); Moderate and Severe Learning difficulties.

3. Social, Emotional and Mental Health (SEMH)

Children may experience a wide range of social and emotional difficulties which can present a barrier to learning. This may often present as challenging or withdrawn behaviour which needs to be recognised as communicating an underlying need.

This area of need includes Attachment Disorder; Attention Deficit Disorder (ADD); Attention Deficit Hyperactive Disorder (ADHD).

4. Sensory and/or Physical Needs

Some children have physical difficulties or sensory impairments (sight and hearing) which present specific barriers to education.

This area of need includes: Visual Impairment (VI), Hearing Impairment (HI), Multi-sensory Impairment (MSI) and medical conditions such as Cerebral Palsy.

REFERRAL TO AND WORKING WITH EXTERNAL AGENCIES

The school **must** have written or verbal consent from a parent to refer for any assessment or advice about a specific child. The only circumstance in which this consent will not be sought is if the school believe that there is an immediate and significant risk of harm for that child.

With the parent(s)' consent, the school can refer to and work with external agencies, including:

- Integrated Therapy Service (Occupational Therapists, Speech and Language Therapists etc).
- CAMHS (Child and Adolescent Mental Health Services)
- Paediatric Services
- General Practitioners (GP)

- Visual and Hearing Support Teams
- Physical Impairment and Medical Support Team.
- Parent and Family Support Advisors (PFSA)
- Educational Psychology (normally through Statutory Assessment)

Early Help Assessment (EHA):

This document is used to collect information with parents to better understand pupils across both the school and home environments. It can be very useful in identifying particular needs and then deciding which agency is best placed to support the child or family.

The EHA is a valuable document which many agencies request as part of a referral, as it helps them to understand circumstances better and reduces the need for parents and children to repeat their accounts multiple times.

Education and Health Care Plan (EHCP): Where a child has needs greater than SEN Support and the school and parents agree that further assessment and support is needed, a Request for Statutory Assessment will be completed.

If a child has an EHCP, the school are commissioned by the Local Authority to review that plan at least every twelve months.

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

Some children may have medical conditions which will affect their ability to access education. The school have a responsibility under the Equality Act 2010 to make reasonable adjustments to ensure access to the National Curriculum.

The school has an Accessible Toilet facility next to the hall.

The school has a specific 'Children with Medical Conditions' Policy on the school website.

MONITORING AND EVALUATION OF SEND

The school's SEND policy will be evaluated by the Head Teacher with the support of the SENCo and Teachers.

Evaluation will use the following information:

- Pupil progress data
- Somerset Inclusion Audit completed every two years
- Local Authority and OFSTED inspections
- Formal and informal meetings with parents, carers and young people.

TRANSITION ARRANGEMENTS

If a child leaves school, whether at the end of Year 6 or before, all documentation and information, including any safeguarding or child protection concerns, will be transferred to the new school. No information will be retained by the school, in accordance with GDPR regulations.

The SENCo will communicate directly with the SENCo at Secondary school for pupils leaving primary school at the end of Year 6. This will include description of need, strategies and interventions which have been successful. These meetings will take place in addition to the transfer of all other documents and information.

ADMISSION ARRANGEMENTS

Children with SEND will be discussed at a School Entry Plan Meeting prior to them starting school. In the case of a child with an Education, Health, Care Plan (EHCP) the Local Authority has the responsibility to name the school that the child should attend prior to them starting school and a School Entry Plan will be held. School Entry Plan meetings involve the pre-school setting, family and receiving school in discussing

the child's needs and how their transition into school will be managed in order to be positive and supportive. Actions will be agreed and a plan written which will then be reviewed during the first term of school.

Staff Training

Training is undertaken as necessary to ensure that members of staff are equipped to support children with varying needs. The SENCo attends regular training and meetings to ensure that SEND practice within the school is up to date. Information from meetings and training is passed on to members of staff who require the information in order to support children and their families.

END OF KEY STAGE TESTS (commonly called SATs)

- End of Key Stage Tests are assessments of the school, not of the child.
- In accordance with Local Education Authority policy, children will only be dis-applied from these assessments in exceptional circumstances.

SEND Information report

The school will publish a yearly report in relation to SEND at the school. This will be published on the school website and will include the information required as set out in the SEND regulations 2014. This yearly report will indicate the school's local offer to pupils with SEND and will contribute towards the Local Authority's local offer. A paper copy of the SEND report / school local offer can be requested from the school office.

COMPLAINTS

Any parent or carer of a child can raise concerns with a trusted member of staff. This includes, Class Teachers, SENCo or Head Teacher.

If any parent feels that the school is not responding appropriately to these concerns, a specific complaints procedure is available on the school website or can be requested through the school office.

REVIEW AND RESPONSIBILITIES

This school policy will be reviewed annually.

Date of Policy	November 2021
Date of Next Review:	November 2022
Members of Staff Responsible:	SENCo/Co-Headteachers
Governor(s)/Committee(s) Responsible:	SEND Governor