



# Haytor View Community Primary School & Nursery Special Educational Needs and Disability (SEND) Policy 2024 - 25

*Learning together - enjoying success - aiming high - celebrating difference – enriching community*

## OVERVIEW

### This policy pays due regard to:

- The SEND Code of Practice 0 – 25 years (2015)
- Part 3 of the Children and Families Act 2014
- Equality Act 2010

### Rationale

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. Haytor View is committed to all children having equal access to a broad and balanced curriculum, having equal access to the opportunities and experiences school has to offer.

The responsibility for the management of this policy falls to the Head Teacher, the day-to-day operation of the policy is the responsibility of each of the Phase Leaders for each Key Stage working in partnership with the Special Educational Needs Co-ordinator (SENCO). The Governing Body, Head Teacher and SENCO work together closely to ensure that this policy is working effectively.

At Haytor View Community Primary School we work in collaboration with families and external agencies to ensure all pupils are given full opportunity to reach their potential and experience success.

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

Haytor View Community Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

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

***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.***

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children's services and all other agencies.

## 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.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school's accessibility plan is available from the school website or on request.

## **SEND Report**

Schools have a duty to publish SEN information annually so that parents/carers can see what support a school provides for its pupils. This is accessible on the school website.

# **AIMS AND OBJECTIVES**

## **Aims**

We aim to ensure that pupils' individual special educational needs and disabilities are identified and that the provision made at Haytor View Community Primary School will enable these pupils to make good progress and achieve their potential, and are fully included in all aspects of the school's community.

Haytor View Community Primary School will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND, and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

## **Objectives**

The SEND Policy of Haytor View Community Primary School reflects the principles of the 0-25 SEND Code of Practice (2015). The aims of this special educational needs policy are to:

- To identify students with special education needs and disabilities as early as possible and ensure that their needs are met by gathering information from parents/carers, education, health and care services and early years settings prior to the child's entry to school;
- To ensure the arrangements identified in individual healthcare plans support pupils with medical conditions to gain access to all school activities. This will be done in consultation with health and social care services;
- 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,
- Ensure the Equality Act 2010 duties for pupils with disabilities are met,
- To enable pupils with special educational needs to have their needs met,
- To take into account the views of the pupils with special educational needs,
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process;
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with special educational needs. The provision will be carefully monitored and reviewed in order to ensure that individual targets are being met and identified needs catered for;
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family;
- To regularly monitor the progress and development of all pupils to aid the early identification if of pupils with SEND;

- Share expertise and good practice across the school and local learning community;
- To ensure that targeted professional development including training facilitates staff to achieve a high level of SEND expertise to meet a wide range of needs across the school;
- Make efficient and effective use of school resources,
- Have regard to the Code of Practice (2015) for the identification, assessment, support and review of special educational needs,
- To recognise the preparation for adulthood from the start;
- Have regard to guidance detailed by Devon County Council.

To encourage good communication and genuine partnerships with parents/carers, pupils, children's services and all other agencies ensuring that:

- Learners express their views and are fully involved in decisions which effect their education;
- Parents/Carers are informed of their child's special needs, and work with them to gain a better understanding of their child, and involve them in all stages of their child's education, including supporting them in terms of understanding SEND procedures/practices and providing regular feedback on their child's progress;
- There is cooperation and productive partnerships with the local authority and other external agencies, and there is a multi professional approach to meeting the needs of all vulnerable learners;
- The environment created meets the SEND of each child in order that they can achieve their learning potential and can be included in activities alongside their peers/pupils who do not have SEND.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with support that is 'additional to or different from' the normal differentiated curriculum. This may be on an on-going basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, termed reasonable adjustments, under the Equality Act 2010.

## Identifying and supporting Special Educational Needs & Disabilities

### **Definition of SEN**

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision **which is additional to or different from** that normally available in a differentiated curriculum. ANY School regards pupils as having a Special Educational Need if they:

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

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

Haytor View Community Primary School will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

### **Areas of Special Educational Need and abbreviations used.**

Under the SEND Code of Practice 2015 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

## ***Cognition and Learning***

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

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

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

## ***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 as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

At Haytor View Community Primary School we always seek to address the underlying cause of the presenting behaviour. This means a collaboration where appropriate of family and health colleagues which supports the child's needs.

## ***Communication and Interaction needs***

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's 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.

Communication and Interaction needs include:

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

## ***Sensory and/or Physical needs***

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

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. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

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

## **A Graduated Response to SEND**

### ***Early Concerns***

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept on our communications log of both the concerns raised and strategies used. This can be then used in later discussions if concerns persist.

### ***How we identify and support pupils with SEN***

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. 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 raise concerns despite support and high quality teaching, the class teacher will work with their Phase Leader and the school's Special Educational Needs Coordinator (SENDCo) to assess if a pupil has a significant learning difficulty and agree appropriate support.

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.

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

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;

- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

## SEN Support

The aim of formally identifying a pupil with SEND is to ensure that any action the school takes in an effective provision which seeks to meet the child's needs and remove the identified barriers to learning. The school will ensure any actions taken support the pupil to make good progress in their learning and achieve positive outcomes.

Where a pupil is identified as having SEN, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEN support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review**.

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

### Assess

Assessment involves analysing a pupil's needs in there are of need. Evidence form the class teacher's assessment and experience of working with the pupil details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents are carers are considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require a regular review to ensure that support is matched to need, that barriers to learning are clearly identified and being overcome and that support being used are developing and evolving. Where external support are involved their work will help inform the assessment of need. If not involved they maybe contacted, if it is felt to be appropriate, following discussion and agreement with parents.

In summary:

- In identifying a pupil as needing **SEN support** the class teacher, working with the Phase Leader and SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school. School provision mapping documents are often used to support this process.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. These will be recorded onto an Individual Education Plan (IEP). The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and up-date the Individual Education Plan (IEP).
- This assessment will be reviewed regularly (every 14 school weeks) to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

### Plan

- Parents/carers, with their child, will meet with the class teacher and Phase Leader, the SENDCo may also be engaged to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on an Individual Education Plan or Relational Plan with a date to review the plan. The date for review will depend on the level of need present.
- The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the plan will be reviewed.

- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The Individual Education Plan or Relational Plan will usually involve a contribution by parents/carers to reinforce learning at home.
- Where appropriate, the Individual Education Plan or Relational Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
- Parents/Carers are engaged through face to face discussion regarding the Individual Education Plan, or Relational Plan including what the school is putting in place and what the Parent/Carer can implement to support their child. This is reviewed approx. 6 monthly in order to track progress and consider any external agency input. Additional planning is undertaken to support end of year transition;
- Parental involvement maybe sought where appropriate, to contribute to the progress at home;
- All those engaged with the child will be informed of their needs, the support being provided, any particular strategies that are being used and expected outcomes;
- **So, if it is agreed that a pupil requires SEN support, all parties meet and develop an Individual Education Plan detailing the support which will bring about the next part of the cycle –**

## Do

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any learning partners or specialist staff involved, to plan and assess the impact of support and interventions and how they could be linked to classroom teaching.
- The teacher will work closely with Learning Partners to plan and assess the impact of support and links with classroom teaching;
- The Phase Leader and SENCO will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
- The class teacher is responsible for the daily implementation of the plan and will contribute to the monitoring and evaluation of the plan, future target setting and engaging with relevant agencies to support any further information gathering.
- The SENCO will support the class teacher in considering the implementation of further additional support and guidance;

## Review

- There will be a review of the Individual Education Plan or Relational Plan on the date previously agreed. This review will evaluate the impact and quality of the support, actions and interventions and include the views of the pupil, their parents/carers and any other professionals involved.
- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial Individual Education Plan or Relational Plan meeting.
- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with Phase Leader and the SENDCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.
- The review of the plan is a collaborative process, it engages the child, the school and the Parent/Carer, as well as other agencies where appropriate. Each contribute to sharing their perspective on the impact of the plan on specific areas of development for the child, considering next steps as well as whether the child's needs can be met within universal provision.

## 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 wave one provision, they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEN register.

## **Statutory Assessment of Needs (EHCP)**

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 Plan (EHCP) needs assessment. This is generally relevant for individuals with long-term complex needs and/or disabilities. The evidence gathered through the regular review of the Individual Education Plan, alongside advice and reports from outside professionals who are or who may need to be involved with the individual, will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

The application for an EHCP will combine information from a variety of sources including: Parents and Carers, Teachers, SENCO, educational professionals, Children's Social Care and Health professionals. Much of this information will be evidence already collated by the school and will relate to the current provision provided, the actions the school has taken and the preliminary outcomes of targets set. A decision will be made by the SEN 0 – 25 Team about whether or not the child is eligible for and EHC needs assessment.

Parents have the right to appeal against a decision to not initiate a statutory assessment, via the Devon County Council website link (available on the website), they can also receive support from DIAS parent support (link available on the website).

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 the behalf of Devon LA and complete the appropriate paperwork for this process.

## **SEND funding**

Schools receive a basis entitlement of funding, referred to as Element 1. School are expected to meet the needs of all pupils from this allocation.

Additional funding which comes into school for pupils with SEND is allocated according to various data contexts and demographic factors. Pupils who are identified as having SEND are supporting using this funding (Element 2).

The high needs block funding for pupils who require a personalised arrangement (EHCP) is allocated per pupil. The LA make decisions about how much this top up funding will be per pupil. This is referred to as Element 3, within this there are descriptors which define the levels of funding allocated.

We review our SEND budget throughout the year and allocate our SEND funds in order to support pupils with SEND across the school. This is monitored by governors through the use of the Devon SEND Funding Evaluation Tool.

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

## **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.



The SEND and Inclusion Lead Governor will also:

- Monitor the provisions of the curriculum to account for the needs of children with SEND;
- Undertake a monitoring visit with a school development plan focus (The extent to which the effectiveness of teaching, learning & assessment underpins the achievement of all pupils);
- Ensure the requirements of children with SEND are being met by developing a SEND Policy to recommend to the FGB;
- Identify any resourcing/finance/staffing issues to the FGB in relation to pupils with SEND;
- Ensure the requirements for more able children are met within the provision mapping;
- Monitor the implementation of the SEND policy;
- Ensure relevant information relating to SEND is published on the school website;
- Ensure the needs of all pupils are met by ensuring relevant policies, practices and procedures are in place and being implemented effectively for vulnerable groups (CiC, EAL, children with medical needs, FSM etc);

## 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 Haytor View 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 Class Teacher at least twice a year to review the individual plan for their child, they may be joined by the Phase Leader or SEND Lead Practitioner. The Phase Leader and SENCO is happy to meet with parents/carers, by arrangement.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information and Advice Support for SEND (DIAS). These are able to provide impartial and confidential, legally based 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](http://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 Individual Education Plan arrangements and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes, as appropriate to age and ability.

## **Partnership with External Agencies**

The School is supported by a wide range of different agencies and teams. The schools SEN Information report details which agencies the school have worked with in the last 12 months. This report can be found on the school website and is up-dated annually.

## **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 managed by the children's phase leaders, each child's needs are considered on an individual basis and plans developed accordingly.

## **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 Learning Partner/Intervention Teacher or Class Teacher in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required.
- Provision of Service Level Agreements with Babcock for provision of educational psychologists to support staff development and individual pupil assessment;
- Individual purchasing of support from Communications and Interaction Difficulties team for named pupils.

### **Continuing Professional Development (CPD) for Special Educational Needs**

- All staff at the school engage in fortnightly training sessions when Quality First Teaching is addressed.
- The Phase Leaders, SENCO and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEN.
- All teaching staff have fortnightly Self Reflection sessions which are used to support staff in considering the Pupil Profiles of individual children and Quality Wave 1 teaching provision;
- An educational psychologist works both 1:1 with teachers, TAs and staff groups, to support consideration of individual children and children more generally;
- A Behaviour Support Advisory Teacher works both 1:1 with teachers, TAs and staff groups, to support consideration of individual children;
- Single Point referral process is undertaken in order to access specialist teachers and advice.
- We work with Speech and Language service and Communication and Interaction Difficulties Team to support the provision of individual pupils, through assessment and planning;
- All phases 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.
- Learning Partners are engaged in an ongoing training whereby their role is developed.

- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (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;

## **Roles and Responsibilities**

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

### ***Governing Body:***

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- use their best endeavours to make sure that a child with SEN 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 SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision – the SEND co-ordinator, or SENCO
- inform parents/carers when they are making special educational provision for a child
- prepare an SEN 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

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. The Head Teacher will keep the Governing Body fully informed on Special Educational Needs issues. Head Teacher will work closely with the Phase Leaders and SEND Lead Practitioner and the Governor with responsibility for SEND.

### ***SENCO:***

In collaboration with the Co-Head Teachers, Phase Leaders and governing body, the SENCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

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

Through collating the analysis and assessment of children’s needs, and by monitoring the quality of teaching and standards of pupils’ achievements and setting targets, the SENCO develops effective ways of identifying common whole school themes, working with Phase Leaders to overcome barriers to learning and sustaining effective teaching.

The SENCO liaises and collaborates with Phase Leaders and class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENCO include:

- Overseeing the day-to-day operation of the SEND policy
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
- Working with school leaders, advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
- Overseeing the records of all children with special educational needs and ensuring they are up to date

- Supporting Phase Leaders and teachers in liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Monitoring relevant SEN CPD needs for all staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Working with Phase Leaders to monitor the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Head Teacher 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

### ***Phase Leaders:***

In collaboration with the Head Teacher, SENCO and governing body, the Phase Leaders contribute to the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

Working in partnership with the SENCO Phase Leaders take day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for classes, working closely with staff, parents/carers and external agencies. Working with Phase Leaders, the SENCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the Phase Leader develops effective ways of overcoming barriers to learning and sustaining effective teaching within their phase.

The principle responsibilities for the Phase Leaders include:

- Co-ordinating provision for SEND pupils and reporting on progress
- Liaising with parents/carers of children with special educational needs
- Working with the SENCO and Class Teachers to monitor the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the phase element of the school improvement plan

### ***All Teaching and Non-Teaching Staff:***

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality wave one teaching, differentiated for individual pupils in line with the development of Individual Education Plans. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Working in partnership with the SENCO, Class Teachers take day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for classes, working closely with Phase Leaders, staff, parents/carers and external agencies. Working with Phase Leaders, the SENCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the Phase Leader and SENCO to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Learning Partners will liaise with the class teacher, Phase Leader and SENCO on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

## Pupil Voice

The Code of Practice 2015 has a theme throughout which highlights the importance of the views of SEND pupils. We will always endeavour to ascertain pupil's views for reviews and planning. Wherever possible these views will be recorded and embedded into planning and review documents.

Teaching staff will seek the pupil's views of their strengths and difficulties regarding their progress prior to review meetings. Pupils will be given opportunities to reflect upon their progress and identify areas that they still require support for.

## 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 SEN, their provision should be planned and delivered in a co-ordinated way using the IEP 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 school's Supporting Pupils with Medical Needs 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*

### 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 governor for Looked After Children. The SENCO will liaise closely with the designated member of staff where they pupil also has a SEN to ensure provision is appropriate.

## Working in Partnership with Parents and Carers

We actively seek the involvement of parents and carers in the education of their children. It is recognised that this is particularly important with pupils who have SEND where the support and encouragement of parents is often the crucial factor to achieving success.

Parents will always be kept up to date about the SEND of their children in accordance with the recommendations outlined in the Code of Practice. Communications between home and school will be consistently maintained.

Parent/carers are encouraged to see help and advice from Independent Information Advice and Support services, included Devon Information and Advice Service (DIAS). These are able to provide impartial and independent advice, support and information on SEND. <https://www.devonias.org.uk/>

## External Support Services

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND.

Liaison with external agencies supplements the support and assessment of the needs of individual pupils. Regular liaison is maintained with the following agencies:

- 1) Education Psychology
- 2) Social, Emotional and Mental Health team
- 3) Communication and Interaction
- 4) Sensory Impairment
- 5) Physical Disability and IT
- 6) Social Care
- 7) Speech and Language
- 8) CAMHs
- 9) Occupational Health
- 10) Physiotherapy
- 11) School Nurse
- 12) Education Welfare
- 13) Virtual school for looked after children

## **Monitoring and Accountability**

### **Accessibility**

The Disability and Discrimination Act 1995 as amended by the SEN and Disability Act 2011 and Equality Act 2010, places a duty on all schools and local authorities to plan to increase over time the accessibility of schools for disabled pupils. For further information on the school's current Accessibility Plan and Disability Policy please contact the SENCO or see the school's website.

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users as the school has a wheelchair accessible lift and has accessible toileting facilities. We work hard to develop our accessibility and the schools' accessibility plan details 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf)

### **Responding to Complaints**

All concerns or enquiries about a pupil with SEND or the SEND provision should be dealt with by the class teacher, the SENCO, Phase Leader or the Head Teacher.

If a parent/carer does not feel an issue has been resolved effectively, please refer to the School's Complaints Policy on the website.

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.

### **General Data Protection 2018 (GDPR)**

We collect, use and store information about you and may receive information about you from your previous school. This information helps us to:

- 1) Support your teaching and learning
- 2) Follow and report on your progress
- 3) Provide the right care and support for you
- 4) Understand how well your school is doing

The information we keep (although not limited to) includes: contact details; assessment results; attendance records; other information such as ethnic group or religion; SEN and any relevant medical information.

We are required through GDPR to take care of all information and we take this responsibility seriously. We will not give information about you to anyone outside the school without your consent unless the law and our rules permit it. We are required by law to pass some of your information to the LA and the department of education.

Please refer to the school's privacy notice and data protection policy on our website.