

SEND Policy in School Policies- Document Status			
Date of Policy Creation		Named Responsibility	Jan Meredith (Governor)
Date of review completion	5 <sup>th</sup> September 2023	Named Responsibility	Tony Reilly (Governor)
Inception of new Policy	6 <sup>th</sup> September 2023	Named Responsibility	Sarah Roberts (Head)
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## **Our Philosophy**

At High Ercall Primary School we believe that each child is a valued individual who needs a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially.

We believe that it is the collective responsibility of our school to ensure that there is a consistency of approach to meeting the needs of all children and that any child's special educational needs are identified early in order to provide appropriate provision, whatever their special educational need, access to the whole-school curriculum and to encourage participation in all aspects of school life.

We work in partnership with parents in establishing and meeting their child's special educational needs and where appropriate, initiate and maintain contact with outside agencies who are able to provide advice, support or information for children with special educational needs.

## **Introduction**

This document reflects the requirements of the Special Educational Needs and Disabilities Code of Practice September 2015 and the Children and Families Act 2014. Its aim is to reflect the whole school ethos and practice and to set out clearly provision for children with Special Educational Needs. Many children will have a particular need during the course of their school life that will require special provision.

At High Ercall Primary School we recognise that a child has SEND if he or she has a learning difficulty or an ability which is significantly greater than the majority of children of the same age. We believe that all children are vulnerable to stress caused by personal circumstances and may experience behavioural or emotional disturbance at some time during their school career, also some children will show persistent patterns of disturbance over long periods, and this will be regarded as a Special Need.

Information about what we offer as a school for pupils with SEND can be found on our school website and in our SEND Information Report.

## **SENCO:**

Sarah Roberts  
Headteacher

## Aims

The aims of this policy are written in line with the SEND 2015 Code of Practice (ensuring teachers responsibility and accountability of pupils with SEND)

- Teachers to ensure that all pupils have access to a broad and balanced differentiated curriculum which is appropriate to the individual's needs and ability.
- Teachers to identify pupils requiring SEND provisions as early as possible in their school career.
- Teachers to ensure that all children with SEND make good progress.
- To ensure that SEND pupils take as full part as possible in all school activities.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- Ensure that **vulnerable children** such as Children in Care and children Previously Looked After have their needs met.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment. This will be done through parent consultations; individual provision maps (IPMs) as well as informal and planned review meetings.

## Objectives

- To identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education health and care services prior to the child's entry to school.
- To monitor the progress of all pupils in order to aid identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and curriculum subject leaders and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and pupil's needs are catered for.
- To work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding the SEND procedures and practices, providing regular report on their child's progress, and providing information termly on the provision for pupils within the school as a whole, and the effectiveness of the SEND Policy and the school's SEND work.
- To work with and in support of outside agencies when the pupil's needs cannot be met by the school alone.
- To create a school environment where pupils feel safe to voice their opinions of their own needs. This will include regular, informal one to one meetings between pupils and their teacher and or the SENDCo. Pupil participation is a right. This will be reflected in decision making but also encouraged through wider opportunities for participation in school life.

## Inclusion within the curriculum

At High Ercall Primary School, we strive to create a sense of community and belonging for all our children. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

Pupils with SEND are given access to our full curriculum through specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual. The school curriculum is regularly reviewed by our Senior Leadership Team (SLT) to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made, such as working outside the classroom in a quieter area for some lessons.

We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read alongside our Single Equality Policy and Accessibility Plan.

Children who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children in working in partnership with our school. Learning activities may be adapted, or access to the activities is supported by staff. Additional resources may be created to enable access or change the way an outcome is recorded.

### **Definition**

Special educational provision means:

For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools, other than special schools in the area.

The definition of Special Educational Need (taken from section 20 of the Children and Families Act 2014):

*"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has learning difficulties if they:*

- a) Have a significantly greater difficulty in learning than the majority of children the same age, or*
- b) Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for others of the same age in other schools within the LA.*
- c) Is under compulsory age and falls within the definition at a) or b) above or would do so if special educational provision was not made for them."*

A child will not be seen as having a learning difficulty solely because the language or form of language of their home is different from the language in which he/she is being taught. In this situation extra support will be provided for as long as required to learn a new language. This will be supported by the bi-lingual teaching assistant where possible, or support from MDT.

### **Admissions and Identification**

We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs. All children with SEND play a full part in the daily life of our school and are encouraged to join in all activities. Admissions to High Ercall Primary School are operated by Telford and Wrekin admissions team.

At High Ercall Primary School we identify and monitor children who may have special

educational needs in the four broad areas specified in the SEND Code of Practice 2015.

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical development

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

We identify children through

- The teacher monitoring the child's performance as part of the on-going process of observation and assessment.
- Comparing their progress against objectives including Foundation Stage Early Learning.
- Monitoring their progress against the age related objectives as set out in the National Curriculum.
- Standardised screening and assessment tools.

#### **Arrangements for coordinating SEND provision:**

The SENDCo will hold details of all SEND Support records such as provision maps (whole school, year group) as well as Individual Provision Maps (IPMs) detailing individual outcomes for children.

#### **All staff have access to:**

- A copy of High Ercall Primary School SEND policy.
- Copies of their class SEND register.
- Guidance on identification of the four broad areas in the Code of Practice 2015.
- Information on individual pupils educational needs, including reports from outside agencies and copies of IPMs.
- Practical advice, teaching strategies and information about types of special educational needs and disabilities.
- Information on the staff IT system (workgroup) on individual pupils and their SEND requirements.
- Information available through Telford and Wrekin SEND local offer.

This information is made accessible to all staff and parents in order to aid the effective coordination of the schools' SEND provision. In this way every member of staff will have complete up to date information about pupils with SEND and their requirements which will enable them to provide for the individual needs of all the pupils.

#### **Resources**

All pupils with SEND will have access to Element 1 and 2 of a school's budget which may be up to £6,000. Some pupils with SEND may have access to additional funding. For those with the most complex needs, additional funding is retained by the local authority. The provision of additional support for teaching assistants is made as appropriate from our delegated SEND budget. This support is agreed and mapped

out by the Head teacher, in conjunction with class teachers and support staff.

A proportion of our capitation budget is allocated for resources, which include materials for use in supporting children with SEND. Development of resources to support children with SEND is ongoing and linked to the needs of the children and advice from other agencies. The children with an Education Health Care Plan (EHCP) in our school receive support through a combination of teacher and teaching assistant support in small groups, pairs or on a one to one basis as deemed the most beneficial by school.

### **Assessment and Review - A Graduated Response**

SEND Code of Practice 2015 states 'Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle (Assess, Plan, Do, Review). This is known as a graduated response'.

### **Quality First Teaching**

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

### **School concern**

Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

The **Child's class teacher** will take steps to provide adaptive learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Additional intervention may be provided in the form of small group or 1:1 support.

The SENDCo will be consulted, as needed, for support and advice and may wish to observe the pupil in class.

This will enable the level of provision to be determined. If a pupil has recently been removed from the SEND list they may fall into this category and continued monitoring will be necessary.

Parents will be informed at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

Pupil progress meeting are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual's needs and the progress being made.

## **SEND Initial concerns**

Where it is determined that a child does have SEND, parents will be informed and the decision will be formally added to the school list. The aim is to ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with national curriculum expectations, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be 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 regular monitoring, through Pupil Progress & Staff Professional Development Meetings, to ensure that support and intervention is matched to meet, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need.

Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENDCo and parents to agree adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

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

### **Do**

The **class teacher** remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with the classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

### **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and

quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of the support to enable them to be involved in planning the next steps.

### **Further SEND support**

If the child does not make the expected progress with support, then the decision will be made to use additional outside agencies to support school and parents. These agencies could include: Educational Psychology, Learning Support Advisory Teachers, Occupational Therapy, or Speech and Language support.

The assess, plan, do and review process is used including the advice from other professionals, to support and accelerate the progress of the child.

### **Referral for an Educational, Health and Care Plan (EHCP)**

If a child has lifelong or significant difficulties which cannot be met by school using the notional SEN funding for all children, they may undergo a Statutory Assessment Process which is requested by the school or by the parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach is required to assess the need, to plan provision and identify resources.

The decision to make a referral for an Educational Health Care Needs Assessment can be taken at any point, but there must be at least 3 cycles of Plan, do, Review and involvement of other agencies. Progress will still be a concern and the child will be demonstrating a significant need as defined in the Local Authority criteria.

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

- Parents
- Head teacher
- Teachers
- SENDCo
- Social Care
- Health professionals
- Educational Psychology

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel working within Telford and Wrekin Authority, from education, health and social care about whether the child is eligible for an EHC Plan, and there should be a move forwards to assess. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via:

The SEND local offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to both those families in Telford and Wrekin that have an Education, Health and Care Plan and those who do not have a plan but still experience some form of SEN.

<http://www.telford.gov.uk/send>

#### Parent Partnership on 01952 457176

(This is a support group and advice line for parents/carers of children with special educational needs of disabilities)

#### Family Connect on 01952 385385

(This service can offer advice and support to all parents of pupils with special educational needs or disabilities)

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

Following a Statutory Assessment, an EHC Plan will be provided by Telford and Wrekin Authority, if it is decided that the child's needs are not being met by the support that is available through the notional SEND budget of £6000. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

#### **Training**

All staff and the SENDCo attend training in line with the priorities identified in the School Development Plan, in response to the individual needs of the child or the need to be kept up to date with information and legislation. SEND issues are discussed during our regular staff meetings.

The SENDCo attends relevant training and disseminates the details to all the staff as appropriate or individuals can access training that is necessary for their professional development. These include:

- SEND Inclusion network meetings
- Complex Needs forum meeting

#### **Support services available**

We believe that effective action on behalf of children with SEND depends upon close co-operation between the school and other professionals, e.g. the LA, SEND Support Services, Health Services, and Sensory Inclusion Service.

Advice and support from outside agencies can be purchased if a need is identified. The school identifies and prioritises its needs in the Spring Term and buys in the services of a Learning Support Advisory Teacher (LSAT) as well as Behaviour Support (BST) as necessary.

#### **Changing Schools**

When a child changes school within a key stage all records are sent to the receiving educational establishment. The SENDCo endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.

Transfer arrangements and procedures are in place to ensure that information is transferred from one teacher to another as well as other schools. Meetings are arranged for the SENDCos to liaise and meet to support transfer arrangements. The SEND file containing details about the child, including assessments and interventions is passed on to the next SENDCo. This would also involve the new SENDCo

being invited to the last annual review for a child with an EHCP.

The graduated response adopted in our school recognises that there is a continuum of needs. This is recommended in the SEND Code of Practice and is in line with the Local Authority Policy. Parents of children with special educational needs have access to a leaflet to explain this response and school procedures.

### **Supporting Children at School with Medical Conditions**

High Ercall Primary 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 of 2010.

Some children with medical conditions may also have special educational needs and may have a EHC plan which brings together health needs, social needs as well as their special educational provision, and the SEN code of practice is followed.

All children with medical conditions at High Ercall Primary School have a medical care plan, written in conjunction with medical professionals and parents. Additional medical training is provided where necessary to all staff, and staff with children with medical needs in their class. Within the care plan, it is written how children will be supported on trips or during extra curricular activities.

Please read the policy "Supporting children with medical conditions".

### **The Role of the SENDCo**

The Headteacher, Sarah Roberts currently covers the role of SENDCo:

The SENDCO is responsible for: -

- Overseeing the day-to-day operation of SEND Policy and keeping the policy up to date.
- Co-ordinating provision for children with SEND and overseeing the records of all children with SEND.
- Ensuring there is liaison with parents and other professionals in respect of children with SEND including maintaining accurate, up to date records with relevant background information about individual SEN children.
- Managing teaching assistants (TA's) including timetabling.
- Advising and supporting practitioners in the school
- Ensuring appropriate Individual Provision Maps (IPM's) are in place as well as reviewing IPM's and children's progress with class teachers and TA's on a termly basis.
- Monitoring classroom practice through book scrutiny, Lesson planning, interviews with children and lesson observations
- Analysis of SEND pupil tracking data for individuals and groups of pupils
- Regular updates of Case Studies pupils.
- Organising liaison with outside agencies and for the transfer of children to another school as well as Annual Review meetings of children with Statements of SEND including Education and Healthcare Plans.

## **The role of the Governing Body**

### **SEND Governor: Tony Reilly, Jan Meredith (vulnerable learners)**

- Ensure that provision is made for pupils who have Special Educational Needs
- Ensure that all staff are aware of children with Special Educational Needs, staff know their role in identifying and providing for any child with SEND
- Consult with Telford & Wrekin Council on matters regarding policy and practice
- Ensure that all pupils with SEND have equal opportunities
- Liaise termly with the SENDCo with regards to policy and practise
- Review learning of pupils with SEND – progress data
- Review policies relating to SEND including Disability / Accessibility plan
- Have regard for the Code of Practice 2015
- Ensure parents are well informed.

## **The role of the Class Teacher**

- Work with all pupils to identify and monitor individual needs
- Plan, deliver and review Individual Provision Maps and Education Plans
- Work within a team with teaching assistants to support the social, emotional, learning and physical needs of children
- Liaise with the SENDCo and outside agencies as appropriate
- Involve the children in planning their targets as relevant
- Maintain close links with parents
- Share information at TAC meetings, and other multi agency meetings

## **The role of the Teaching Assistant**

- Work under the direction of the class teacher
- Implement targets from provision maps and intervention planning on a 1:1 or small group basis
- As necessary, monitor progress of pupils against targets set in provision maps or individual education plans.
- Discuss progress with the class teacher, SENDCo and children as appropriate
- Support all pupils positively
- Input towards, and attendance at Annual Review meetings as required
- Support with resource management, including ordering new resources under the direction of the SENDCo

## **Policy Success Criteria**

Pupils with SEND are involved in the full life of the school and are making good progress through

- Differentiation of the curriculum.
- Staff understanding of the objectives of their curriculum planning for pupils with SEND and have strategies to support their learning.

**Arrangements to Monitor and Review the Policy**

The SEND Policy should be read alongside the Behaviour, Equal Opportunities, and Accessibility Plan as they are directly linked.

Complaints with regards to the provision of support for children with Special Educational Needs should follow the procedures as set out in the Complaints Policy which is available on the school website.

The Governing Body will on a regular basis consider and report on the effectiveness of the work of the Policy in school.