



# Horsley C. of E. (VA) Primary School

## *Special Educational Needs and Disability (SEND) Policy*

## A Statutory Policy



Effective date From 1<sup>st</sup> Feb, 2021

Signed, Headteacher Gary Price

Signed, Chair of Governors Mags Ratford

### Date approved by Governing Body

Date of next review By 1<sup>st</sup> Oct 2021

## **Philosophy of SEND at Horsley Primary School**

A child has special educational needs if he/she has a learning need that calls for special educational provision to be made for him/her. This applies to both more and less able pupils.

A child has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age;
- has a disability, which either prevents or hinders the child from making use of the educational facilities provided for children of the same age;

It is acknowledged that children who have English as a second language may have difficulty accessing the curriculum but not necessarily have a learning difficulty.

We believe that every child in our care has the right to a broad and balanced curriculum, including the National Curriculum, which is matched to the needs of the individual. This demands very thoughtful and careful planning. The school will adopt a graduated response that recognises that there is a continuum of special educational needs and brings increasing specialist expertise to help a child that is experiencing difficulties. Records of the steps taken to meet the needs of individual children will be kept.

Partnership between the school, parents, SEND child and external agencies is central to our thinking. We believe that there are tremendous benefits gained by a child knowing that parents and teachers are working together. Two-way communication is encouraged both formally and informally. Parents are welcomed into school to discuss their child with relevant staff. The development of a quality partnership between the school and external agencies is actively encouraged, giving children the best possible advantage.

We work within the guidance provided by the 'SEND Code of Practice, 0-25' (2014). Horsley Primary School is committed to supporting children with special educational needs.

### **Policy Objectives:**

The objectives of this policy are to meet the individual needs of all SEND children in our care by:

- ensuring that assessment is carried out as an integral part of teaching and learning, giving an up to date and accurate picture, enabling early identification of SEND;
- ensuring a broad, balanced, relevant curriculum;
- the development of a close partnership with parents, involving them at every stage, informing and supporting them throughout;
- providing access and encouraging effective involvement of external agencies.

## Identifying Special Educational Needs

- Teachers or parents/carers may raise concerns about the educational needs of individual children. In the first instance, children's progress and attainment may be monitored and reviewed regularly.
- If it is felt by parents/carers and/or teachers that SEND support needs to be put in place, the needs of the child will be assessed by the teacher and, where relevant, the SENDCO. External specialists or agencies (e.g. an Educational Psychologist (EP), Speech and Language Therapist, etc.) may be called upon to make assessments, offer advice and support.
- In consultation with the parent/carer, children that have been identified as having a special educational need will be given 'SEND Support' as defined in the 'Code of Practice: 0-25' (2014). A **My Plan** will then be put into place. These will be drawn up by the teacher, parent, child (and SENDCO, where relevant).
- The **My Plan** will outline agreed provision and strategies to support the child's particular need. It will include SMART targets (i.e. targets that are specific, measurable, achievable, realistic and timed) which will be reviewed termly.
- Teachers will also use annually produced **Profiles which feed into the My Plan**. These present a snapshot of the child in question. They are created by the child and identify what the child enjoys, is good at, and finds challenging.

## A Graduated Approach to SEND Support

- Having 'assessed' the needs of children, an agreed 'plan' is put into place in the form of a **My Plan**. The class teacher is the key person managing the day-to-day SEND support for the child. Reviews are conducted regularly. The class teacher will keep records of provision and support. The provision given in response to the **My Plan** will be summarised in a class provision map.
- If one or more outside agencies are supporting the child, the SENDCO/ Head teacher may recommend completing regular meetings with all agencies involved - a Team Around the Child (TAC) or Team Around the Family (TAF). This may prompt the **My Plan** to be upgraded to a **My Plan+**. Additional external support, or advice, may also prompt the **My Plan** to be graduated to a **My Plan+**. Should the child's needs or circumstances change, the **My Plan+** can be 'downgraded' to a **My Plan**.
- If, having followed an agreed pathway of support, it is felt that a child has not made expected progress then a parent/carer, or teacher, may request an Education, Health and Care Plan (EHCP) needs assessment.
- An EHCP needs assessment is carried out by the local authority. From September 2014 EHCPs replace what was formerly known as the statutory statement. Like a statement, an EHCP stipulates provision that the school needs to put into place to support the child (e.g. 1:1 Teacher Assistant support or provision by an outside agency).
- Provision for children with an EHCP (or current statement) is formally reviewed annually, normally with the support of a range of external agencies (e.g. the EP, etc.)
- The authority has now combined the SEND pathway with its Early Help provision. As such, children may be allocated a **My Plan** or **My Plan+** based on other needs not relate to SEND.
- Throughout the process, children are given the opportunity, wherever possible, to contribute to their plan, in line with 'Code of Practice: 0-25' (2014).

- LA guidelines on ‘Identification and Assessment of Additional Need’ is also used to support the process See:  
[https://search3.openobjects.com/mediamanager/gloucs/glosfamilies/files/section\\_2-identification\\_and\\_assessment\\_of\\_additional\\_needs.pdf](https://search3.openobjects.com/mediamanager/gloucs/glosfamilies/files/section_2-identification_and_assessment_of_additional_needs.pdf)

## **Links with External Agencies**

- The school may draw upon a range of outside agencies and specialists to support children with SEND. These include:
  - 1) Regular contact with a bought-in EP who is available for informal and formal assessments and reviews.
  - 2) Regular contact with the School Health Service, through visits by the school doctor, school nurse and speech therapists.
  - 3) An Educational Welfare officer.
  - 4) Social services can be contacted at any time and a representative from the school is sent to Case Conferences and other relevant meetings.
  - 5) The Advisory Support Teacher Service.
  - 6) Other external specialists.

## **Managing Pupils Needs on the SEND Register**

- The SENDCO manages the register of children receiving SEND support. This is reviewed regularly (at least twice a year)
- Individual teachers map, with the support of the SENDCO, provision for children with SEND in their classrooms.
- TAs may be deployed to offer support to individual children or groups of children. This may involve the TA co-ordinating an intervention to support learning (e.g. Fizzy, Toe by Toe, ELSA, etc.)
- SEND Support Plans are formally monitored by the SENDCO on a termly basis.

## **Criteria for Entering the SEND register**

- Children will enter the register if one or more SEND needs have been identified, and the need or needs require additional support or provision, i.e. support in addition to day-to-day quality first teaching (QFT).
- A child can be added to the SEND register if their needs relate to one or more of the 4 areas of need as defined in the SEND Code of Practice (2014): communication and interaction (C&I); cognition and learning (C&L); social, emotional and mental health difficulties (SEMH); and sensory or physical needs.
- Slow progress or low pupil attainment does not, on its own, constitute entry to the register, although may be an indicator of learning difficulties and/or disabilities which may necessitate SEND support.

- When assessing children whose preferred language is not English, a cautious approach is adopted. Whilst additional learning support or provision may be required, only a genuine SEND need will warrant SEND support.
- In line with the SEND Code of Practice, where possible, early intervention is preferred.
- Children will only enter the register with agreement with parents or carers. In the order for the school to best respond to the child's needs, parents and carers are urged to engage with the school's SEND pathway.

## **Criteria for Exiting the SEND Register**

- As part of the regular monitoring and review of SEND provision for children on the SEND register, it may be deemed appropriate for a child to exit the register. This should be carried out in consultation with the parent/carer.
- Children will exit the register if their needs can be met through quality first teaching (QFT) and additional SEND support is no longer needed.
- Children may be re-admitted to the register if educational needs change.

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

- The SENDCO works with the school office to gather information about children with specific medical needs. This is completed at the beginning of the academic year and reviewed on a needs basis. Where relevant, care plans are drawn up with the school nurse and the support of parents.
- Relevant medical details, including dietary and allergy information, is displayed in the school staffroom and in the school kitchen.
- When organising school trips, teachers undertake risk assessments for all pupils; this may involve a named-child assessment for children with specific medical conditions. Risk assessments are authorised by the Head teacher or delegated member of staff.

## **Monitoring and Evaluating SEND**

- **My Plans/My Plan+** are formally monitored by the SENDCO. Support for staff is given, as appropriate.
- The SEND register is formally reviewed at least twice a year. However, SEND support may be actioned/changed for any pupil throughout the academic year, if Parents/carers, pupils or staff may identify a specific learning need which necessitates immediate support.
- All interventions are regularly monitored and reviewed to identify impact of measures on pupil progress.
- The SENDCO is subjected to the school procedures and processes for performance management. See Performance Management Policy.
- Each year the SENDCO produces an action plan and is linked to the School Improvement Plan (SIP). It is reviewed termly by the SENDCO and the SLT.
- The SENDCO also produces an annual report on SEND provision and progress to governors, normally in term 2. This is made available to parents and external agencies via the school website.

## **Training and Resources**

- All teaching staff receive regular training on SEND. This may be provided by external agencies or may be conducted in-house.
- The SENDCO regularly attends SENDCO network events and specialist SEND training.

## **Roles and Responsibilities**

**Gary J. Price, MA, MEd, BMus(Hons), LTCL, LRSM, PGCE, PGCert SENCO, NPQH**

**Special Educational Needs Co-ordinator (SENCO)/Headteacher**

### ***The Role of the SENDCO:***

- Monitor the implementation of the special educational needs policy and ensure it is successfully being put into practice.
- Monitor provision for children with special educational needs across the school, including holding staff to account.
- Provide ongoing support and advice on matters relating to SEND for all teaching and support staff.
- Communicate regularly with the parents of children on the Special Needs Register.
- Liaise with pre – schools and secondary schools to ensure there is continuity of provision for children with SEND on transfer, and other primary schools when children move in or out of the area.
- Work with the SEND Governor on policy and practice.
- Maintain records of staff SEND experience, knowledge and training.
- Co-ordinate SEND-related training/CPD for all staff, as necessary.
- Write an annual report for parents and governors on SEND developments and their impact on pupil progress.
- Undertake annual reviews of children with EHCPs
- Ensure that the purchase and allocation of all resource is made appropriately and reviewed regularly.

### ***The Role of the Special Education Needs Governor:***

- The SEND Governor acts as a direct point of contact between the staff and Governing Body, holding the SENDCO and senior leaders to account.
- The SEND Governor will be involved in the development of the SEND policy.
- To monitor and support the work and impact of the SENDCO.
- To report back to the Full Governing Body (FGB) on SEND developments.

### ***The Class Teacher's Role***

- To work with the TA to respond to the SEND needs of learners within his/her class.
- To draw up and manage My Plans (incl. My Plan+), ensuring targets are SMART (i.e. specific, measurable, achievable, realistic and timely)
- To keep detailed SEND records for all children.
- To inform the SENDCO of initial concerns about a child's learning or behaviour and keep a record on a Concern sheet.
- To convene SEND review meetings with parents in line with the SEND policy.
- To undertake relevant professional development, as required.

### ***The Role of the Teaching Assistant.***

- To work under the supervision of the class teacher and/or SENDCO
- To support children with SEND within the classroom, as directed by the class teacher or SENDCO.
- To work with children with SEND individually or in small groups, using programmes under the guidance of the class teacher or SENDCO.
- To support the class teacher with management of SEND My plans and relevant paperwork.
- To plan, teach and follow designated interventions to support learners with SEND or other learners, where a specific learning need has been identified.
- To undertake relevant professional development, as required.

### ***The Role of the Parent/Carer***

- To offer support and guidance on their child's SEND.
- To work in harmony with the school in supporting their child's SEND and to follow agreed ways of working.
- To update the school regularly with information relevant to their child's SEND.

## **Accessibility**

- The school cannot currently accommodate wheelchairs. There is currently restricted access for children with disabilities (due to stairs/steps across the school).

## **Dealing with Complaints**

- In the event of a complaint about a child's SEND provision, the child's parent should initially contact the class teacher and, if necessary, the Head teacher or SENDCO. Advice may be sought from the SEND Governor, who may refer matters to the Governing Body.
- Further information about the school complaints procedure can be found in the Complaints Policy; this is available online, via the school website.

## **Child Protection Procedures**

- This school takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care. "The welfare of the child is paramount." Children Act 1989.
- All action is taken in line with the following legislation / guidance below. See the Safeguarding policy for further information and guidance.

*South West Child Protection Procedures (SWCPP), [www.swcpp.org.uk](http://www.swcpp.org.uk)*

*Section 175 Children Act, 2002*

*Working Together to Safeguard Children (2018)*

*What to do if you're worried a child is being abused (2006)*

*Keeping Children Safe in Education (2018)*

## **Allocation of Resources**

- In consultation with Head teacher and staff the SENDCO will purchase specialist materials and equipment that are needed to deliver programmes to children with Special Needs.
- Teaching Assistant support will be allocated to children on the Code of Practice

## **Integration**

- All children on the SEND register work in mainstream classes. Through careful planning, access to the curriculum is differentiated according to individual or group needs.
- Children with SEND may also be withdrawn for assessment and work on individual or group programmes, ensuring that their access to the curriculum is broad and balanced.

## **Links with Other Policies**

- This policy needs to be read in conjunction with the following policies and Plans: Safeguarding & Child Protection Policy, Pupils with Medical Conditions, Accessibility Plan, Behaviour Policy.

Gary Price, Feb 2021

Policy to be reviewed: Oct, 2021