



Special Educational Needs and Disability (SEND) Policy & Information Report



Policy Effective date	From 10 th Feb, 2023
Signed, Headteacher	Gary Price
Signed, Chair of Governors	David Savage
Date approved by Governing Body	9 th Feb 2023
Date of next review	By 1 st March 2024

Introduction

This document is produced in line with guidance set down in the SEND Code of Practice: 0 -25 Years. (2014; rev. Jan 2015). See: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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.

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.

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.

Policy Objectives:

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

- ensuring a broad, balanced, and relevant curriculum;
- 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;
- 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.
- providing an annual report, on information on matters pertaining to SEND at Horsley Primary, as defined in the Code of Practice (2014).

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 SENCO. 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; rev. 2015). In line with Gloucestershire County Council (GCC) SEND practice, a **My Plan** will ~~may~~ then be put into place. This will be drawn up by the teacher, parent, child (and SENCO, 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 may also ~~use~~ produce **Pupil Profiles** which feed into the **My Plan**. These present a snapshot of the child in question. They are created by the child (or with support from a member of staff) and identify what the ~~child~~ 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 up-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 SENCO/ Head teacher may recommend having 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 revert 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. An EHCP sets down the child's needs and the provision to meet them (e.g. 1:1 Teacher Assistant support or provision by an outside agency).
- The needs and provision for the child with an EHCP is formally reviewed annually, normally with the support of a range of external agencies (e.g. the Educational Psychologist, etc.).
- The Local Authority has now combined the SEND pathway with its Early Help provision.

- Throughout the process, children are given the opportunity, wherever possible, to contribute to their plan, in line with 'Code of Practice: 0-25' (2014; rev. 2015.).
- LA guidelines on 'Identification and Assessment of Additional Need' are also used to support the process. See:
https://search3.openobjects.com/mediamanager/gloucs/glosfamilies/files/section_2-identification_and_assessment_of_additional_needs.pdf

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).
- Support is agreed in consultation with parents or carers. Where possible the voice of the ~~young person~~ child is taken in to account.
- 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.
- The school adopts a graduated approach, based on need. This is linked to Gloucestershire Local Authority Graduated Pathway.
<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=324>
- 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.
- It may be deemed appropriate by parents or external agencies to formulate a My Plan for matters non-SEND related, e.g. for creating a plan when 'Early Help' intervention is taking place to support a family or child. However, in these instances the child in question will not be added to the SEND register as the need and provision does not relate to SEND.

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 ~~is~~ 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) which is ordinarily available in the classroom and additional SEND support is no longer needed.
- Children may be re-admitted to the register if educational needs change.

Monitoring and Evaluating provision for pupils with SEND

- **My Plans/My Plan+** are formally monitored by the SENCO. 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. Subject leaders monitor pupils progress for pupils with SEND.
- Interventions are reviewed regularly by the class teacher (usually termly) to assess the impact.
- The SENCO is subjected to the school procedures and processes for performance management. See Performance Management Policy. As the SENCO is also the Headteacher, this forms part of the Headteacher appraisal process.
- Each year the SENCO produces an action plan and is linked to the School Action Plan (AP). It is reviewed termly by the SENCO and the SLT.
- The SENCO also produces an annual report on SEND provision and progress to governors, normally in term 2 in the form of the latter part of this document. This is made available to parents and external agencies via the school website.

Transition Arrangements

- For pupils with SEND, the transition from an Early Years setting to Horsley Primary may necessitate additional support. In such instances, the school SENCO liaises with the SENCO from the Early Years provider.
- Where relevant, it may be necessary to hold one or more Team Around the Child (TAC) meetings to ensure the school is in the best place to respond to the child's needs. This may involve working with external agencies (Gloucestershire Educational Psychology Service, Advisory Teachers, etc.). For pupils arriving with SEND an appropriate plan of action would be put in place.
- In some cases, it may be deemed that Horsley Primary may not be able to meet the needs of the child. In such cases, the school works with relevant outside agencies to assess needs and respond accordingly. Admissions are considered in line with the school's Admissions Policy.
- Pupils with SEND transferring to Horsley from another setting, as part of an in-year admission, may need additional transition support. The SENCO at Horsley liaises with the school at which the child is currently attending. An assessment of needs is made so the school can best respond to the needs of the child. It may be necessary to delay registration at Horsley to ensure the school is able to have support in place for when the new pupil arrives. In-year admissions are conducted in line with the School's Admissions policy.
- All pupils receive support transitioning from primary to secondary schools (e.g. meeting Y7 Year Leaders, engaging in transition days in their new setting, etc.).
- For some pupils receiving SEND support, however, it may be necessary to provide an enhanced programme of transition support. This is undertaken based on the needs of the individual. It may include, for example, additional visits to the setting, additional meetings with the SENCO of the selected secondary schools and agencies involved with the child, etc. Enhanced transition support starts at an agreed point relevant to the needs of the child.

The Curriculum and Inclusion for Pupils with SEND

- Horsley Primary School uses the National Curriculum. Further information about the Horsley curriculum is available on the school website: <http://www.horsley.gloucs.sch.uk/>
- Whilst most pupils' needs will be met through delivering the National Curriculum, for some pupils with SEND, there may be a need to make adjustments to the curriculum offer. The curriculum will be differentiated according to need. This may pertain to one or more subjects of the national curriculum. Where relevant, this may be included in My Plan and/or the child's EHCP.

Social, Emotional and Mental Health (SEMH) for Pupils with SEND

- The emotional well-being of all pupils is a key priority for teachers at Horsley. For most pupils, the school's Personal, Social and Emotional Educational Curriculum (PSHE) will respond to learners' needs. Additional support may be necessary for some pupils with or without SEND.
- This can involve a range of approaches, including regular 'check-ins' with the class teacher, 1:1 sessions with an Emotional Literacy Support Assistant (ELSA), or other SEMH intervention.
- For some pupils experiencing difficulties, such as bereavement, family separation, etc. this may necessitate the support of outside agencies (e.g. Early Help, Banardos, counselling, etc.).
- The Gloucestershire graduated pathway (including the formulation of a My Plan or My Plan+) may be an appropriate pathway for implementing support and monitoring and assessing impact for pupils with SEMH needs.
- Staff receive ongoing training to help them best respond to the emotional needs of pupils.

Adaptations to the Environment & Accessibility

- Pupils with SEND may need to have the environment adapted to respond to their SEND needs. Where relevant, 'reasonable adjustments' are made with available resources. This might include, for example, use of spaces for 'time out' to respond to sensory or anxiety needs; or additional adult support to access parts of the building or playground; or support with traversing the environment during transitions etc. All adjustments are made on a needs basis, in consultation with parents or carers and relevant external professionals.
- An individual risk assessment may be necessary for some pupils. This is created in collaboration with parents or carers.
- The building, however, will impose some limitations as to how they physical environment can or cannot be adapted. The governors regularly review access arrangements as part of the school's accessibility plan. This is available on the school website: http://www.horsley.gloucs.sch.uk/uploads/2/5/5/3/25539103/accessibility_plan_october_2021.pdf
- The school cannot currently accommodate wheelchairs. There is currently restricted access for children with some physical disabilities (due to stairs/steps across the school). The School's ~~most~~ current Accessibility Audit and Accessibility Plan is available on the school website: <http://www.horsley.gloucs.sch.uk/policies.html>

Responding to Medical Needs

- The SENCO works with the school office to gather information about children with specific medical needs. This is completed at the beginning of the academic year so that the child's needs can be reviewed. 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.

Training and Resources

- All teaching staff receive regular training on SEND. This may be provided by external by agencies or may be conducted in-house.
- The SENCO regularly attends SENCO network events and specialist SEND training.
~~In consultation with Head teacher and staff~~ The SENCO will purchase specialist materials and equipment that are needed to deliver programmes to children with Special Needs.

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 Educational Psychologist 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 sServices 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.

Local Offer

- In line with the SEND Code of Practice: 0-25, the Local Authority produces information online to signpost and support families for pupils with SEND. The LA 'Local Offer' is:
<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2>
- Information about the school's response to the Local Offer is included as part of this document and the school website.

Roles and Responsibilities

The Role of the SENCO:

- 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 SENCO 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 SENCO.
- 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 SENCO 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 SENCO
- To support children with SEND within the classroom, as directed by the class teacher or SENCO.
- To work with children with SEND individually or in small groups, using programmes under the guidance of the class teacher or SENCO.
- 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 needs. This may include, for example, needs related to SEND, Looked-After Child (LAC) status, or medical need.

Dealing with Concerns & Complaints

- In the event of a concern about a child's SEND provision, the child's parent or carer should initially contact the class teacher or, if necessary, the Head teacher/SENCO.
- To make a formal complaint, information about the school complaints procedure can be found in the Complaints Policy; this is available online, via the school website. See below:
http://www.horsley.gloucs.sch.uk/uploads/2/5/5/3/25539103/complaints_policy_2021.pdf

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

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 (Sept, 2021)

Review of provision and outcomes in 2021/2022

This section serves to update parents and governors on SEND provision and outcomes for pupils with SEND for the academic year 2021/22.

SEND Profile, 2021/22

- In September 2022 there were 15/91 pupils on the SEND register (16%).

Figure 1: Pupils with SEND at Horsley and the Graduated Pathway, Sept 2022.

Pathway	No.
SEND	15
My Plan	9
My Plan +	4
EHCP	2

Monitoring Provision for Pupils with SEND, 2021/22

- In 2021/22 The SENCO/HT monitored the provision of My Plan's and supporting documentation in line with the School Monitoring & Assessment Calendar. This involved 'drop-ins', observations, informal book scrutiny and planning monitoring.
- SEND provision was also monitored by the Curriculum and Standards committee of the governing body, who meet 3 times a year.
- SEND Governor monitoring occurred on two occasions during the 2021/22 academic year. In November 2021 the SEND governor and headteacher reviewed overall SEND provision and the impact of COVID on provision and outcomes. In June 2022, pupil voice, for pupils with SEND was collected by the SENCO and governor for SEND.

Overall Quality of Provision for Pupils with SEND, 2021/22

- In the summer term of the academic year 2021/22, the school's evaluation of teaching and learning was deemed "good". An external review of teaching and learning was conducted by two advisors. This also acknowledged good practice for teaching and learning.

Achievement of Pupils with SEND, 2021/22

- All pupils in Y2-6 at Horsley normally complete termly assessments in reading, writing and maths (3 times a year). Formal assessments in NFER maths and reading are conducted 3 times a year. These ~~and~~ produce standardised score. Teacher assessments and tracking systems are also used to inform judgements about pupil achievement. Assessments conducted revealed that there was significant impact of the pandemic on children with and without SEND. This was most noticeable in KS1 and Year 3/4. Given the context, it is not appropriate to draw comparisons with pre-pandemic data on pupil achievement. A summary of the data relating to pupils with SEND is therefore not included in this year's report. It is anticipated that this will be available for next

academic year 2022/23.

- Pupils in Y2/6 undertook statutory assessment (SATs) in reading and maths. In Year 6, pupils also undertook a statutory assessment in Grammar, Punctuation and Spelling (GPS). Pupils in Y1 also took the national phonics screening assessment. Due to the pandemic, the DfE took the decision to not published this data set. It is therefore not appropriate to share data here.

Staffing for SEND, 2021/22

- The Headteacher continues to work as the school SENCO (0.02 FTE). In 2021/22 there were 5 TAs (3 in KS1 and 2 in KS2 respectively). All continue to support a range of pupils with diverse learning needs.
- In 2021/22 TAs were deployed to respond to SEND pupil and whole-class needs on a flexible basis: supporting with targeted individual intervention or group work, or teaching a year group as part of mixed year cohort. During Lockdown, TAs worked to support class teachers and pupils with SEND, including supporting with online teaching.

Interventions, 2021/22

- During 2021/22 the school continued to develop its suite of interventions for responding to the needs of pupils with SEND. During the pandemic there was an increased need to respond to the emotional needs of pupils through the ELSA intervention. Horsley Primary School currently has staff trained in the following interventions:

Name of Intervention	Purpose of Intervention	Duration
Emotional Literacy Support (ELSA)	Bespoke 1:1 support for children with a range of emotional needs (e.g. friendship issues, low self-esteem, etc.). (YR-6)	Flexible, according to the need of child
Catch-up Numeracy	1:1 KS2 maths intervention designed to 'plug the gap' in key mathematical concepts (Y3-5)	Minimum of 20x 20min sessions over an academic year
Daily Reader	1:1 reading with designated adult (Y1-Y6)	Flexible, according to the need of child, typically 5 mins daily/3 times a week
Precision Reading	1:1 or Group Reading (Y1-6)	c. 10 mins, typically 3-5 times per week.
Precision Teaching	Targeted spelling (e.g. key words, common misconception vocabulary, etc.) (Y1-Y6)	c. 10 mins, typically 5 times per week. Spellings reviewed weekly or when spellings internalised
Pre-teaching (maths/writing)	Group or individual support to target a learning gap prior to the age related (Y1-Y6)	As required, typically 20 min session weekly/twice weekly as required
NESSY	Online programme for developing spelling and phonetic awareness (from Y3-Y6). Can be accessed at home.	Self-directed study; pupils work at own pace, typically 15 min session, 3 or more sessions per

		week.
Toe by Toe	1:1 Phonics intervention (Y2-6)	10 minutes daily until programme completed
Dancing Bears	Phonics and spelling intervention (Y2-6)	As required. Pupils work through the booklet with an adult
Play Therapy	To support with emotional well-being	Typically 6 weeks, individual or small group

- Following the pandemic, the focus on interventions shifted to responding to pupils' well-being. There was an increase of need for ELSA provision. Pupils with SEND were offered additional consultations with teaching staff and/or TAs to 'touch base'.
- Quality First Teaching (QFT) delivered by the class teacher was a key driver for responding to learning needs. Class teachers produced provision maps to identify support for pupils with (or without) SEND to help plug key gaps in English and or Maths.

CPD related to SEND, 2021/22

- Continuing Professional Development (CPD) in SEND has continued to be high profile at Horsley Primary School. Training needs have focused on ongoing training related to Quality First Teaching (QFT), ensuring that practitioners are skilled and confident to respond to a diverse range of learners' needs. SEND has continued to be high profile in weekly staff training and meetings.
- In 2021/22 the SENCO completed year 2 of a 3-year MEd in Special Educational Needs (autism). This was self-funded.
- All CPD is formally evaluated. Following training, staff complete evaluation forms, outlining the impact of the CPD and how it will inform their practice.

Engagement with Stakeholders, 2021/22

- Class teachers have continued to manage My Plans, meeting parents/carers three times a year to review agreed targets and actions. Whilst such meetings have typically been conducted with the class teacher (via Zoom or by phone), the SENCO has been present to support at a number of staff and parent meetings.
- The SENCO/HT has continued to be available at Parents' Evenings to discuss parental concerns or questions relating to SEND. The SENCO has also attended meetings related to pupil transition (e.g. new pupils starting the school or moving onto a new school).
- The SENCO met with the SEND Governor (SENGo) to discuss progress in relation to SEND. The work of the SENCO will continue to be monitored by governors 2021/22 including regular meetings with the SENGo.
- An Educational Psychologist (EP) was commissioned to work with a small number of pupils for 2021/22, largely in the form of SEND surgeries. Creative approaches were adopted to best responding to pupil and school needs. The school continues to work with the Local Authority Advisory Teaching Service (ATS) for specialist support and a range of other local organisations (e.g. the charity Infobuzz, Families First). The school has continued to work with Gloucestershire Early Help as part of the Gloucestershire Graduated Pathway.

Links with Other Policies

- This policy needs to be read in conjunction with the following policies and Plans:

Accessibility Plan

Accessibility Audit

Behaviour Policy.

Complaints Policy

Pupils with Medical Conditions

Safeguarding & Child Protection Policy

Gary Price, Jan 2023

Policy to be reviewed: Feb, 2024