

# Special Educational Needs & Disabilities Policy (SEND)



***“Learning for life,  
building a firm foundation”***

Reviewed: September 2022

Agreed by the Governors:

Signed:

Acting Headteacher: Lisa Harrison

Signed

This document has been developed by the Special Educational Needs and Disabilities Coordinator (SENDCo) in consultation with the Acting head Teacher, members of the school staff and the school's Governing Body.

It is a working document, which reflects the ethos, and practice within the school in relation to children with Special Educational Needs and Disabilities (SEND).

It has been written with due regard to the requirements of the Code of Practice, the schools Behaviour Policy and the Accessibility Policy. The policy will be monitored and evaluated according to changes within the Code of Practice as and when they arise.

The named responsible person within the school for SEND: Gemma Neale

The named responsible SEND governor:

In line with the statutory requirement, the SENDCo and SEND governor will meet termly.

### **Definition**

- Special Educational Needs is deemed to be any factor, physical, emotional or intellectual which is a barrier to learning.
- Special Educational provision is that which is additional to or different from that which is provided to all (universal provision).

### **Principles and Aims**

We believe that our vision, *Learning for life, building a firm foundation*, is really important in terms of SEND because we believe that children need firm foundations to enable all children to reach the best possible educational outcome, preparing them effectively for adulthood. In the case of this policy, the school recognises the importance of the child and their parents/carers in participating as fully as possible in decisions regarding schooling to ensure that optimum learning outcomes are achieved. The school aims to provide high quality teaching which is differentiated and personalised for all pupils. All Saints promotes a caring and sensitive ethos in meeting the needs of all it's pupils.

The quality and appropriateness of the overall provision will be underpinned by high quality personalised teaching. Every child will have access to the national curriculum which may be differentiated at an appropriate level to meet pupil needs.

In line with the Code of Practice the school will arrange provision under the following four areas:

- Communication and Interaction, for example Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and Learning, for example Dyslexia, Global Developmental Delay, Dyspraxia
- Social, Emotional and Mental Health, for example Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory/Physical needs, for example visual impairments, hearing impairments, processing difficulties, Epilepsy

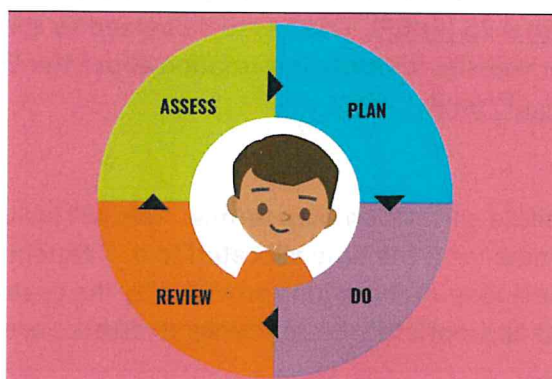
For further information on these needs, please see the Warwickshire SEND local offer

<https://www.warwickshire.gov.uk/send>

The early identification of learners with SEND is of paramount importance. All teachers are teachers of children with special educational needs. Through the normal cycle of assessment and monitoring, class teachers are in the best position to know the strengths and weaknesses of their pupils.

**Therefore, the responsibility for meeting special educational needs of children lies primarily with the class teacher, supported by the SENDCo, in liaison with outside agencies, the governing body, families and then overseen by the acting head teacher.**

- The school or outside agencies will conduct a series of assessments including standardised testing, observations in class and discussions with key staff and professionals in ensuring that any identification of a special need is as reliable and valid as possible.
- Systems are in place to ensure rigorous monitoring of pupil progress once they have been placed on the SEND register. These include review of the provision map, evaluation of the impact of appropriate intervention programmes, review of termly IEP targets, half termly progress meetings, conversations with pupils, regular meetings with families (in addition to formalised consultation days) and collaborative meetings with professionals from outside agencies (if applicable) to examine progress against the provision being made. The school follows Warwickshire's Assess- Plan- Do- Review Cycle.



### **Role of the SENDCo**

(In collaboration with the Acting Head teacher and the Governing Body)

- To determine the strategic development of SEND policy and provision within the school in order to raise the achievement of SEND learners.
- To take day to day responsibility for the operation of the SEND Policy.
- To work with staff, families and a range of outside agencies and schools in co-ordinating the SEND provision.
- To maintain confidential records.

- To advise staff and contribute to the staff CPD programme.
- To talk to children with SEND to ensure that they feel supported and able to do the work set for them.
- To assess and support the development of SEND resources.
- To regularly update the Acting Headteacher.
- To monitor, evaluate and take appropriate action to promote progress for all children on the SEND register.
- To prepare for and organise the annual EHC reviews.

### **SEND Provision**

The SEND provision register is a record of all the pupils in the school who receive additional to and different support to the rest of their class. It is reviewed termly in order to determine if the child still needs to receive the support. Some children may be taken off the register if they have made significant progress and others may be added. Children who are removed from the register are monitored carefully and may return to the register to further meet their needs. If a child is on the SEND register they will either be supported at SEND Support level or the very few who have more complex, higher needs, will be receiving support through an Education, Health and Care Plan 0-25 (EHCP). This has to be agreed by the Local Authority (LA). Please see the Warwickshire SEND Local Offer website for more information about the EHCP process.

<https://www.warwickshire.gov.uk/send>

### **Provision Map**

The SENCo will provide and update a Provision Map termly. This will include each intervention programme being provided, the date it commenced, the time allocated to it, frequency and involvement of outside agencies if applicable. It also includes interventions provided by the pastoral team or other support staff, in liaison with outside agencies as appropriate with reference to attendance, behaviour and social skills.

### **Outside agencies**

In order to maximise the learning progress of every child in the school, we are committed to working with the full range of outside agencies available to us. Example of agencies, not limited to:

- Specialist Teaching Service
- Educational Psychology Service
- Social Care
- Family Support Workers
- Pupil Support Workers
- Inclusion Mentors
- Dare2Dream
- Vision Support
- Hearing Support
- Integrated Disability Service (IDS)
- Sycamore Counselling

- Ethnic Minority & Traveller Achievement Service (EMTAS)
- Speech and Language Therapy (SALT)
- CAMHS/ RISE/ Neurodevelopmental service
- Clinicians and other healthcare professionals

### **SEN Support**

- The class teacher is responsible for completing an SEND referral form (Appendix A) citing any additional strategies employed in an attempt to meet need.
- The child may be entered onto the SEND register, after professional consultation.
- An Individual Education Plan (IEP) (Appendix B) will be drawn up by the class teacher. The targets will be discussed with the child and their views taken into account (See section below on IEPs).
- The SENDCo will inform the parents/carers and a copy of the IEP will be sent home with advice as to how parents/carers can support achievement of targets. Parents/carers are encouraged to follow up any concerns and queries initially in a one to one meeting with the class teacher and subsequently with the SENDCo.
- The IEP will be formally discussed at parent/carer consultations.
- The SENDCo will monitor the IEP termly to determine whether it is appropriate for the child to remain at SEN Support.
- Class teachers will review and update IEPs at least half-termly.
- The PLAN- DO- REVIEW cycle will be followed.
- It may be necessary to involve external agencies such as The Specialist Teaching Service or The Educational Psychology service, in which case parents/ carers will be informed.
- After a more detailed assessment from external agencies, the specialist advice will be shared with the class teacher and families in consultation with the SENDCo. This information will then be used to inform classroom teaching and any associated interventions.

### **Individual Education Plans (IEP)**

The strategies employed to enable children to progress should be recorded on an IEP. IEPs record information additional to or different from the differentiated curriculum planning. IEPs should be a working document, regularly annotated by all adults working with the child and used to inform planning. Parents/ carers will be actively involved in the process. The IEP targets will be reviewed termly by the SENDCo.

IEPs will include details of:

- Two, three or four (no more) short-term targets for each child
- Teaching strategies to be used
- Provision to be put in place
- Review date
- Expected success criteria to measure success
- Suggestions for support at home

IEPs should be completed on the school format (appendix B) and kept on the shared area with a hard copy in the child's file. Parents/ carers will have a copy of the IEP.

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

If a child presents with significant, complex and higher level needs, and after the school has exhausted all the available strategies and resources, the child may be referred to the Local Authority (LA) for EHCP assessment. Evidence to support the request will be collated and forwarded to the LA by the SENDCo in accordance with the Code of Practice and LA guidelines. The child will continue to be supported through SEN support until the outcome of the referral for an EHCP is received. This is a lengthy process and cannot take place until a child has received one to two terms support implementing strategies recommended by an external professional.

An EHC request will be sent to a panel with very detailed evidence including contributions from the family, child and a range of professionals to evidence that all possible strategies and resources have been implemented by the school and therefore further support is requested. The LA considers the need for an EHCP and if agreed at the panel meeting, they will implement an EHCP which provides a very detailed and personal outline of the child's needs and how they are to be addressed within school. The LA will monitor and review the provision annually thereafter in consultation with the school and the appropriate outside agencies.

Warwickshire Local offer

<https://www.warwickshire.gov.uk/send>

SENDIASS

<https://www.kids.org.uk/sendias>

Special educational needs and disability code of practice 0-25

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

**Appendix A**

**Request for SEND or PASTORAL Support**

Please circle main nature of concern

SEND

PASTORAL

Please complete this form in detail to ensure the best provision can be planned for the child.

Child's name + class			D.O.B	
Date referred				
Referred by				
Please provide clear reasons for referral with supporting evidence from classroom practice				
Please tick the child's main area of need.	communication and interaction	cognition and learning	social, emotional and mental health	sensory and physical development

Please provide a list of the strategies and interventions that has already taken place whilst the child has been in your class. It is important to state how long the strategy/ intervention has been in place and any impact. Please complete all three columns.

Intervention	Duration	Impact

**Appendix B**

INDIVIDUAL EDUCATION PLAN (IEP) - 1-Communication and interaction 2-Cognition and learning 3-Social, emotional and mental health 4-Sensory and/or physical needs. (please delete as appropriate)

All Saints Primary School

Name:           DOB.  
Year:

Areas Strength/ Concern:  
Start Date:

Review date:

Target	Achievement Criteria	Possible Resources & Techniques	Possible Class Strategies/Support	Outcome

Parents can support