West Pennard C of E Primary School

Special Educational Needs & Disability Policy

October 2024

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Chair of Governors

Ratified by: ..... Date: .....
Chair of Governors

Review date: Autumn Term 2026

WEST PENNARD C OF E PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY
October 2024

INTRODUCTION

West Pennard C of E Primary School has a named SENDCo (Mrs Lorraine Clarke) and a named Governor responsible for SEND (Mrs Hilary Austin). They ensure that West Pennard C of E Primary School's Special Educational Needs and Disability Policy works within the SEND Code of Practice (2015) framework, the Local Education Authority guidance, including the Graduated Approach and other policies current within the school. The policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England school.

We recognise that at any time some of our pupils may have special educational needs or disabilities. These may be long or short term and may be at any stage in their school career. We believe that all children have the right to a full education which will enable them to have access to all areas of school life and for them to reach their full potential. No matter what the nature of these needs may be, we will do our best to ensure that special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (January 2015).

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

At West Pennard C of E Primary School we strive to meet the needs of all pupils, including those with special education needs, using a 'whole school' approach. All the teachers in the school are teachers of children with Special Educational Needs and Disabilities. We recognise that provision for pupils with special educational needs and disabilities is a matter for the school as a whole and for which all staff have a responsibility. The effectiveness of provision for pupils with special educational needs and disabilities will be monitored and evaluated by the SENDCo, Head Teacher, class teacher, learning support assistant and governor with responsibility for SEND.

The definition of Special Educational Needs (as in the SEN and Disability code of practice, January 2015) is as stated:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significant greater difficulty in learning than the majority of others the same age, or
- has a disability which prevents or hinders him or 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.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

This is a broad definition covering children and young people from 0-25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

Children 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.

LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory *Special Educational Needs and Disability (SEND) Code of Practice* and the following legislation:

- *Part 3 of the Children and Families Act 2014*, which sets out schools' responsibilities for pupils with SEN and disabilities
- *The Special Educational Needs and Disability Regulations 2014*, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report

AIMS AND OBJECTIVES

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- to request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupils need, through continuing professional development
- to ensure support for pupils with medical conditions to enable inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustment to enable all children to have full access to all elements of the school curriculum

- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

RESPONSIBLE PERSONS

HEADTEACHER

The Headteacher, Mr Wheat, works with the Special Educational Needs & Disabilities Co-ordinator (SENDCo) to ensure appropriate provision is made for pupils identified as having special educational needs.

SPECIAL EDUCATIONAL NEEDS & DISABILITY GOVERNOR

The governors appoint a SEND governor annually to monitor the school's SEND Policy, liaise with the SENDCo and submit reports to the governing body. The SENDCO and SEND governor attend the joint annual SENDCo/SEND governors' conference where possible. The discussion between SEND governor and co-ordinator will be confined to management of provision and not of named individuals.

The SEND Governor is Hilary Austin

THE ROLE OF THE GOVERNING BODY

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs and disabilities. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The governing body has decided that children with special educational needs and disabilities will be admitted to the school in line with the school's agreed admissions policy. The governing body also reviews this policy every 3 years (or earlier if needed).

THE ROLE OF THE SENDCO

The key responsibilities of the SENDCo are: -

- Overseeing the day-to-day operation of the school's SEND Policy
- Co-ordinating day-to-day provision for children with special educational needs and disabilities
- Liaising with and advising fellow staff (teachers/teaching assistants/learning support assistants)
- Managing learning support assistants
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies including the Educational Psychologist, Learning Support Team, Autism & Communication Team, Parent Family Support Advisor, Health and Social Services and voluntary bodies
- Co-ordinating and developing school based strategies for the identification and review of children with SEND

- Keeping up to date with the current policies on SEND funding
- Making visits to the classroom to monitor the progress of children with SEND
- Liaising with local Secondary Schools so that support is provided for Y6 pupils as they prepare to transfer
- Liaising with Pre-Schools if a child is highlighted as joining the school with SEND. Where appropriate arrange for a School Entry Plan meeting to include the parents and teacher to plan targets and strategies for that child, building on the work of the early years setting
- Passing on records/collecting information on a child with SEND who is moving school within year/primary phrase

The SENDCo is Mrs Lorraine Clarke.

INCLUSIVE DYSLEXIA FRIENDLY SCHOOL

West Pennard C of E Primary School is an inclusive, dyslexic friendly school. We aim to provide the most effective support so that all pupils can benefit from the education that our school provides. Staff have had training in Dyslexia and are able to identify and respond to the needs that a dyslexic learner may encounter. Individual differences are recognised and celebrated. The dyslexic friendly teaching involves a multi-sensory approach and adapting to individual needs. Often this can be addressed within 'wave 1' first class teaching. Occasionally a pupil with dyslexia may need additional and different support to others which will be provided through 'wave 2 and 3' provision (booster groups/1:1 support).

ADMISSION ARRANGEMENTS

There are no special admission arrangements for pupils with special educational needs and disabilities. West Pennard C of E Primary School is a mainstream school with no special unit. There are ground floor buildings with a few steps in places, but access via some ramps. There is also a disabled toilet. Reasonable adjustment will be made to accommodate pupils with disabilities.

EQUAL OPPORTUNITIES AND INCLUSION

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and access the impact regularly through pupil progress meetings with the head teacher to ensure all children have equal access to succeeding.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and emotional/behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and English/Maths (academic subjects)
- planning to develop children's understanding through the use of all senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

IDENTIFICATION, ASSESSMENT AND PROVISION

The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over-emphasised. Provision for children with special educational needs and disabilities is a matter for the whole school.

The governing body, the school's head teacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs and disabilities.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure on going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

To help identify children who may have special educational needs, we can build up a bigger picture by using various sources:

- Their performance monitored by the teacher as part of ongoing observation and assessment.
- The outcomes from formal/informal assessment results.
- Their progress against the objectives specified in the curriculum.
- Their performance against standardised tests.
- Standardised screening or assessment tools.
- Parents views and the child's views.

MONITORING CHILDREN'S PROGRESS

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactory. Under these circumstances, teachers may need to consult the SENDCo. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

There should not be an assumption that all children will progress at the same rate. A judgement has to be made in each case as to what is expected to be reasonable progress for a particular child to achieve. Where progress is not adequate, it will be necessary to take some **additional** and/or **different** action to enable the pupil to learn more effectively.

Adequate progress can be defined in a number of ways. It might for instance be progress which:

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help with special educational needs and disabilities, West Pennard C of E Primary School will adopt a graduated response. This is part of a four-part cycle: Assess; Plan; Do; Review where actions are revisited, refined and revised with a growing understanding of the pupil's needs.

This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an IEP (Individual Educational Plan) / SEND Support Plan and the SENDCo will have responsibility for ensuring that records are kept and available when needed.

If we refer a child for statutory assessment (e.g. an Education, Health Care Plan); we will provide the LA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEND register with parental permission, alongside further SEND assessments.

The class teacher after discussion with the SENDCo will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum.

The IEP/SEND Support Plan will be monitored by the class teacher and teaching assistant/learning support assistant and reviewed formally with the SENDCo, parents, class teacher and young person (IEP = Individual Educational Plan).

PARTNERSHIP WITH PARENTS

At West Pennard C of E Primary School we recognise that partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and are given support to play an active and valued role in their child's education.

Children and young people with special educational needs and disabilities often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged, where possible to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of pupils with SEND with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

We also may have 'drop-in sessions'/ coffee morning / workshops for parents with children who have SEND (or have SEND themselves). This is in addition to parents evening appointments and is with the SENDCo specifically involved. This is a chance to meet the SENDCo, ask questions, find out more on topics, or for the social aspect and building positive, supportive relationships with other parents. However, in cases where the uptake is low, the number of drop-in sessions may be reduced.

INTERVENTIONS

The SENDCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some groups or individual support, which may involve small groups of children working with the class teacher; or, with TA (teaching assistant) support.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENDCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme (set up with the support of the SENDCo). Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any

action. The SENDCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

INVOLVEMENT OF OUTSIDE AGENCIES

These services may become involved if a child continues to make little or no progress, despite considerable input. In consultation, parents will be asked to give permission for the involvement of other professionals. The external specialist may act in an advisory capacity, or provide additional specialist assessment or may be involved in teaching the child directly. The delivery of interventions and strategies to support the child continues to be the responsibility of the class teacher.

Involvement may be sought form:

- Learning Support Team / Inclusion For All
- Educational Psychology Service
- Speech and Language Therapist
- Autism and Communication Team
- Children's Autism and Outreach Team (CAOT)
- Parent and Family Support Advisor (PFSA)
- Occupational Therapist
- Physiotherapists
- Child and Adolescent Mental Health Service (CAMHS)
- Mental Health Support Team (MHST)
- The Hearing Support Services
- The Visual Impairment Services
- Physical Impairment Medical Support Team (PIMST)
- Outreach Services

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of his peers

Outside support agencies only become involved directly with the child with parental consent.

EDUATION, HEALTH CARE NEEDS ASSESSMENT

In the event of a significant cause for concern a request will be made by the school (or parent) to the LEA (Local Education Authority) – with parental consent. The school will provide information about the child's progress over time, relevant documentation in relation to the child's special educational needs and disabilities and any other action taken to support those needs, including resources or special arrangements put in place. Parents will be fully involved in the process and will be kept fully informed of the progress of the referral. Children with an Education, Health Care Plan will be reviewed termly, in addition to the annual review.

The majority of children and young people with SEND will have their needs met within local mainstream early years settings, schools or colleges. Somerset's policy is to support children wherever possible without the need for EHC needs assessment. Children that require an EHCP will often have a high level of complex needs, involving multi-agencies.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES SUPPORT SERVICES

After completing an audit of the needs of the child/school, the school will have an Annual SEND Planning Meeting. The meetings will be held during the autumn term with our link Educational Psychologist (EP), Advisory Teachers from Access to Inclusion (A2I), and Senior Assessment and Reviewing Officer (SARO) working in the locality area. There are also termly supervision/network meetings offered to SENDCos to attend, with other SENDCos and professionals.

Advice can be sought on teaching techniques, strategies, classroom management and curriculum materials. In-service training may also be provided. A more in-depth involvement may take place regarding pupils on the SEND register and individual children raised where their specific need is discussed. Educational Psychologist usually now work to support children through a consultation process with the SENDCo and not so much seeing the child in person, as it is felt that this is more a beneficial, strategic approach. Parental permission is needed for a child's name to be raised. If a referral is needed for further involvement, then an EHA (Early Help Assessment) is completed (with parental consent).

INDIVIDUAL EDUCATIONAL PLAN (IEP)

Individual Educational Plans (IEPs) are used to set individual targets for children with special educational needs and disabilities. Strategies used to enable a child to make progress or interventions are recorded on the plan. Parents will be invited to attend the IEP review meeting (IEP surgery), held termly with the class teacher and SENDCo. The Individual Educational Plan (IEP) will include information about:

- Short-term targets set for the child
- Teaching strategies or interventions
- The provision to be put into place (group or 1:1)
- The review date
- The child's strengths and difficulties
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

The SENDCo will go through the targets and support in place with the child in a separate meeting. This copy is kept by the child in their 'Learning Passport' folder in their drawer. However, some children may not have their own Learning Passport folder due to their age or needs. During the discussion the child shares their views.

For children with no academic needs but show difficulties with social, emotional or behaviour – a plan can still be drawn up following the same structure with setting provision and targets that are discussed with the class teacher and parents. This may be a Positive Behaviour Plan or a Pastoral Support Plan. At times an 'SEND Support Plan' will show support for a range of complex needs – not just academic.

ACCESS TO THE CURRICULUM

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet the needs of all pupils, including pupils with special educational needs and disabilities. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All staff plan lessons that incorporate different learning styles. By breaking down the existing levels of attainment info finely graded steps and targets, we ensure that children experience success. Barriers to learning will be considered when planning all aspects of classroom organisation, use of teaching materials, choice of teaching style and form of differentiation. A multi-sensory approach is used throughout the school. Collaborative learning styles are encouraged, and different methods of recording are available when needed. For pupils with SEND additional support maybe provided within the classroom unless the activities or needs of the pupils or other pupils make withdrawal necessary, e.g. use of space, specialist equipment or the need for a less distracting environment. Care is taken at all times to promote high levels of self-esteem among pupils.

FACILITIES AVAILABLE FOR SEND PUPILS

We have a few smaller rooms that can be used by staff and pupils and a range of materials and equipment for assessing and teaching groups and/or individuals. Pupils have access to ICT resources throughout the school.

RESOURCES

Pupils with SEND have access to all the resources of the school equally with all other pupils. The school receives devolved funding (SEND) to support pupils with SEND. Some SEND money may be used to fund the salaries of the SENDCo and the TAs. Any deficit in this funding is met from the school's budget.

In addition, extra funding can be provided through an EHC Plan for children with a significantly high level of complex needs. Funding is used at the discretion of the head teacher and the SENDCo to best meet the needs of the pupil, in line with actions/targets written in the EHCP by the Local Authority. In some cases, parents opt for managing the funding through a 'personalised budget.'

COMPLAINTS PROCEDURE

Parents who have a complaint about provision for their child should first discuss their concern with the class teacher. If necessary, the class teacher will involve the SENDCo and/or the head teacher in order to resolve the situation in partnership with the parents. In the event that a complaint is not resolved satisfactory at this stage, parents may put their complaint in writing to the Clerk of Governors, who will follow the procedure outlined in the LEA Guidance for Schools. The LEA has an appointed Parent Partnership Representative, who may be contacted for advice if it has not been possible to resolve the complaint through school procedures and policy. Information about the Parent Partnership Service is available from the school.

LINKS WITH OTHER SCHOOLS

We have a link with the SEND team at our local secondary schools. Each year we collaborate in a transition programme for Year 6 SEND children to ensure that their needs are understood and considered prior to transfer. The children are given the opportunity to visit the school in a small group, in addition to the day spent with their peers. Meetings are set up in the Summer Term prior to transfer between the secondary school SENDCo and our SENDCo as part of the handover. Additional nurture group work is usually offered in advance so ready upon arrival at secondary school if necessary. SENDCos from the schools within our CLP (Community Learning Partnership) meet informally usually once a term to discuss issues that have arisen and to share ideas and best practice.

Our school Emotional Literacy Support Assistant (ELSA) is also involved in half termly cluster meetings with other ELSAs from local schools. The meetings offer sharing best practice opportunities, sharing ideas, getting advice and some training from the Educational Psychologist who leads the group.

Equipment and materials can be borrowed from Learning Support Centres, which the SENDCo can attend at any time during term-time.

EVALUATING THE POLICY

Evaluation of the SEND Policy will take place through discussion and consultation between head teacher, SENDCo and SEND Governor. After the initial discussion and any amendments, the policy is then presented to the Full Governing Body for final checking and approval.

During Governor monitoring meetings the SENDCo will discuss with the SEND Governor, the success of the policy, any significant amendments that should be made to the policy and its implementation and effectiveness.

Date: Autumn 2024

Review: Autumn 2025

Other significant SEND documents to be read alongside the SEND Policy for further information are:

- *SEN Information Report*
- *SEND Governors Report*
- *Accessibility Plan*
- *Supporting Pupils with Medical Conditions Policy*
- *Looked After Children Policy*
- *Effective Support for Children and Young People with SEND and their families in Somerset* https://www.cypsomersethealth.org/resources/SEND-Effective-Support.pdf