



Special Educational Needs and Disability Policy (SEND)

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Document Change History

Version	Author	Date	Change Details
1.0	SW	27 th June 2021	Merged two school policies into one document
2.0	TE/SW	4 th July 2023	Added references to Judith Carter's materials and modified the reviewing IEP section

Special Educational Needs and Disability (SEND) Policy

What 'Special Educational Needs and Disability' Means

The term 'Special Educational Needs and Disability' (SEND) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age.

Many children will have SEND of some kind at some time during their education. Help will usually be provided in their ordinary, mainstream early education setting or school, sometimes with the help of outside specialists. If your child has Special Educational Needs, they may need extra help in a range of areas, for example:

- Schoolwork
- Reading, writing, number work or understanding information
- Expressing themselves or understanding what others are saying
- Making friends or relating to adults
- Behaving properly in school
- Organising themselves
- Some kind of sensory or physical needs which may affect them in school

From: <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

The needs of all children are met through Quality First Teaching. They are monitored carefully and where needed, will receive support/interventions within small groups both in and out of the classroom where specific needs have been identified. Teachers make 'adjustments' to the learning, resources or support to ensure that all children can access the learning regardless of any needs.

Additional Needs:

If adequate progress is not made after a substantial period of intervention and review, the teacher in consultation with parents/carers, may conclude that further support and advice is needed. This can be from outside professionals, such as Speech and Language Therapists, Educational psychologist, Occupational Health. Following advice an IEP (All about Me Booklet) will be created to support areas of need.

Education Health Care Plan (EHC Plan):

If a child's needs are severe or complex, then a referral for statutory assessment may be made to the LA (Local Authority). If the criteria are met, then a statement of Special Educational Needs is issued by the LA. Advice and information are submitted by the school, parent/carers and outside professionals and a decision is made by the LA as to what additional support a child needs.

Our Aims

The aims of our Special Educational Needs and Disability Policy are to ensure that:

- We create an environment that meets the SEND needs of each child
- We give all children equal access to the curriculum and extended schools, ensuring each child's achievement is valued
- We identify pupils requiring SEND intervention as early as possible
- We ensure parents are kept fully informed of their child's progress and are involved at every stage
- We make clear the expectations of all partners in the process
- We involve the relevant external agencies in the provision of pupils with a SEND need
- We give our children a voice in this process

Roles and Responsibilities

SENDCo:

The Special Educational Needs and Disability Co-ordinator is Mrs Theresa Elder

The Special Educational Needs and Disability Co-ordinator is responsible for:

- The day to day running of the SEND policy.
- Updating and maintaining the SEND register
- Co-ordinating the provision for children with SEND
- Co-ordinating the administration of the systems for identifying, assessing monitoring and record keeping for children with Special Educational Needs
- Liaising and supporting other members of staff
- Liaison with outside support services and agencies including the Educational Psychology Service, Advisory teacher services, Speech and Language Support etc
- Assisting class teachers in drawing up Individual Education Plans (IEPs) in consultation with other staff members and parents
- Maintain close links with all parents of children with SEND
- Co-ordinate Annual Reviews for children with EHC Plans.

The Headteacher, Sarah Wood is also responsible for

- Overseeing and assisting with the efficient implementation of the SEND policy
- The allocation and effective use of the SEND budget
- Informing the Governing Body of SEND provision

Governing Body:

The named Governor for SEND is Adam Riches

- The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with SEND
- The SEND Governor ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel

Class Teacher:

The class teacher's SEND responsibilities are to:

- Be aware of the school procedures for identification, assessment and subsequent provision for SEND pupils
- Liaise with the SENDCo to decide the action required to assist the pupils to progress
- In collaboration with the SENDCo, develop IEPs for children with SEND
- Work with the SENDCo to collect information on the pupil
- Work with the pupils to deliver the IEPs
- Contribute to the reviewing process: IEPs, EHCP reviews etc.

Process of SEND Provision: See Appendix 2**Classroom Differentiation:**

The class teacher identifies and consults with the SENDCo; intervention should be through usual class differentiation. There may be additional support in class by a teaching assistant. In some cases, there may be periods of withdrawal to work one to one or in a small group with a teaching assistant or the SENDCo.

School Based Support (SBS)

The SENDCo takes the lead in gathering information and co-ordinating the provision in the school, intervention is additional to or different from those provided as part of the school's usual differentiated curriculum; strategies used to enable the child to progress will be recorded in Individual Educational Plans (IEPs).

The Individual Education Plan (IEP):

An IEP is a planning, teaching and reviewing tool, which should underpin the process of planning intervention for the individual pupil with Special Educational Needs. The IEP should include information about:

- Short term targets set for or by the child
- Success criteria for these targets
- The teaching strategies to be used
- The provision to be put into place
- When the plan is to be reviewed
- Outcomes

The targets should be chosen from the five areas of SEND and be matched to the needs of the child:

- Communication and interaction
- Cognition and learning
- Behavioural, emotional and social development
- Sensory and/or physical.
- Medical

At Hollesley and Waldringfield Primary Schools we use the 7 C's Learning Portfolio. The 7 C's provide a language of assessment. The learning skills of the 7 C's are:-

- Cognition – our thinking skills.
- Communication – skills for talking, listening and understanding.
- Creativity – how we think and whether we can build, make or bake things.
- Control – this is about how we manage our feelings, words and actions.
- Compassion – the skills we use to show our feelings to others.
- Co-ordination – this is how we control and organise how our body moves
- Curriculum – these are our skills with subjects and topics taught at school.

Within each area there are 7 skills making 49 skills in total that can be considered as the pupil's strengths and/or areas for improvement.

Reviewing the IEPs:

The purpose of an IEP is to provide resources and or support that will either overcome or remove barriers to learning that are making a pupil's learning tricky. The IEP is a strengths-based plan which reflects the child's wants and needs.

IEPs and SEND provision are reviewed termly. See Appendix 3

In reviewing IEPs teachers should consider:

- The progress made by the child
- The views of the parents
- The views of the pupil
- Effectiveness of the IEP
- Any updated information and advice
- Any specific access issues that impact on the child's progress
- Future action including changes to the targets and strategies, addressing particular issues and whether there is a need for more information or advice about the pupil and how to access it
- The SENDCo will then monitor the IEP's

As a result of the review the following action can be taken:

- A child may be removed from the register as targets have been met and progress has been such that the differentiation is no longer of concern
- A child may continue the same stage with a revised IEP until the next assessment and review
- A child may move on to the next stage of the process since difficulties are still apparent and progress is not adequate

Additional Needs:

The teacher and SENDCo are supported by outside agency involvement, intervention is through the specialist advice in assessment, monitoring and setting targets for the IEP.

School Request for Statutory Assessment:

The SENDCo with advice from specialist advice and the SENDCo will ask the LA to consider the need for statutory assessment and the LA may order a multi-disciplinary assessment.

EHC Plans:

The LA may issue an Education and Health Care plan (EHC plan).

The LA seeks a range of advice before making a formal plan. The needs of the child are considered to be paramount in this. A new process for this is to produce EHC Plans has been proposed by the LA and will be reviewed regularly to ensure the needs of the children are being met.

Reviewing an EHC plan:

EHC plans are reviewed annually at an Annual Review meeting.

This is a formal process to make sure all parties involved with a child, monitor and evaluate the continued effectiveness and relevance of the provision set out in the plan.

The annual review is in four parts:

- Collection and collation of information
- Annual review meeting
- SENDCo/Head teacher's report of the annual review
- LA reviews the plan in light of the school's report of the review meeting, and decides whether to keep the plan as it is, amend the plan or cease to maintain it

It is recommended that the review meeting is held at the school and be chaired by the head teacher / SENDCo.

The following people should be invited to be present and provide information for the review:

- Parents
- Class teacher
- Teaching assistants if possible
- Advisory Teacher
- Educational Psychologist

Where appropriate:

- Representatives from the health service
- Representatives of social services
- Other closely involved professionals
- In the year of transfer – a representative of the receiving school

If it is not possible for them to attend the meeting, they should be asked to provide written advice for consideration at the meeting.

The annual review meeting should address the following:

- What are the parents' and pupil's views of the past year's progress and their aspirations for the future?
- What is the school's view of the child's progress over the past year? What has the child's progress been in meeting the overall objectives of the plan? What success has the child achieved in meeting the targets set?
- National Curriculum levels including the most recent end of key stage assessment
- The pupil's current levels of attainment in literacy and numeracy
- Comment upon continuing difficulties, noting successful strategies
- Have there been significant changes in the child's circumstances that affect his or her development?
- Are there any changes in the child's SEND?
- Are there any changes in requirements for equipment, aids and access?

Parental Request:

Parents may ask that the LA conduct a statutory assessment under section 328 or 329 of the Education Act 1996. See **Appendix 1** for Flow Chart of SEND action.

Referral by Another Agency:

Health services and social services departments may draw children to the LA's attention.

Assessment leading to a EHCP is a multifaceted process and should take a maximum of three months to issue and then must be reviewed annually and when the child is transferring schools.

If a EHCP is issued, targets will be set that address the areas of concern on which the extra provision will be based. This can be in terms of a Support Teacher who will work with the school, parents and child, in a joint partnership, to produce IEPs, plan work and teach specific areas. Extra provision is totally dependent on the individual child's needs and is organised to best address these.

Transition Arrangements:

Specific links are maintained with the high school. The SENDCo/ Headteacher and liaison staff from the high school meet with Year 6 teacher in the Summer Term. In the case of children with an EHCP, SEND staff are invited to the final annual review which should take place in the Autumn term.

Resources:

- A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities to aid their learning
- The provision of additional support is made as appropriate from the High Tariff Needs budget
- We intend to develop our resources to support children with SEND that link with priorities stated in the school's development plan
- We have a variety of books, equipment and materials available for children with SEND as well as various technological aids available to us when necessary
- Some additional funding is obtained from projects and Government schemes
- There are children with EHC plans in our school for whom support is given through one-to-one teaching assistant support, small group work in and out of the class. Where necessary additional resources and equipment can be bought or hired into school

Partnership with Parents:

We aim to involve parents in the process of reviewing IEPs, holding a consultation with them prior to parents evening to discuss the targets set, the progress of the child and new targets to be given.

Pupil Participation:

Children, who can form views, have a right to receive and make known information, to express an opinion, and to have that opinion considered in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.

Pupils participate where possible, in all the decision-making processes, including discussing their IEPs, setting their own targets, giving their views of their learning in preparation for an annual review meeting for a statement.

We encourage pupils to participate in their learning by:

- Asking them what they enjoy and find difficult
- Asking them what activities help them learn the most
- Involving the children with setting their targets for learning
- Giving them opportunities to have time to talk to teacher/SENDCo about any concerns or worries they have

Professional Development:

We have regular staff meetings where any SEND issues can be discussed. These can be related to specific concerns relevant to the needs identified or keeping staff up to date with information and legislation. 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.

Monitoring and Reviewing:

The SEND policy is subject to a regular cycle of monitoring, evaluation and review. The SEND policy should be read alongside the behaviour and equal opportunities policy as they are directly linked.

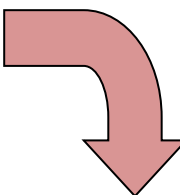
The SENDCo ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes/ the next school/further educational establishments.

Procedures for Concerns:

We endeavour to do our best for all children but if there are concerns we encourage those concerned to approach the class teacher in the first instance, the SENDCo, the head teacher or the SEND Governor and a response will be made as soon as possible.

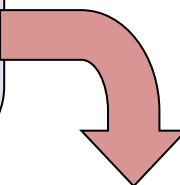
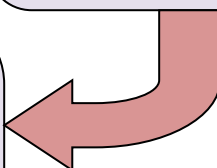
Special Educational Needs Flow Chart

Teacher/parental concern – The class teacher or you as a parent may have a concern that your child is struggling in a particular area. Differentiation of classroom activities or small group work on a focused activity usually solves the problem.



School Based Support - If a teacher identifies a child who may have Special Educational Needs it may be necessary to devise an Individual Education Plan (IEP). This sets out arrangements that are additional to and different from the usual curriculum.

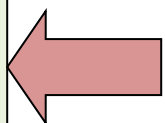
School Based Support - If adequate progress is not made after a substantial period of intervention and review, the teacher in consultation with parents/carers, may conclude that further support and advice is needed. This can be from outside professionals. The child will be discussed at the next termly SEND planning meeting and a date will be booked for an advisory teacher to complete an assessment of the child. A new IEP will be drawn up from this advice.



Education Health and Care Plan - If a child's needs are severe or complex then an EHC plan of special educational needs may be issued by the LA. The school will initiate this and SEND off initial assessments. Parents will be contacted by the LA for their views. If the LA decide to proceed with an EHC, advice and information are submitted by the school, parent/carers and outside professionals and a decision is made by the LA as to what additional support a child needs. This can take up to six months.

Who might come in to assess my child?

- Advisory Teacher for Learning
- Educational Psychologist
- Speech and Language therapist
- Advisory teacher for ethnic minorities
- Advisory teacher for specific learning difficulties
- Alderwood Pupil referral Unit (KS 2)
- Firstbase Pupil referral unit (KS 1)

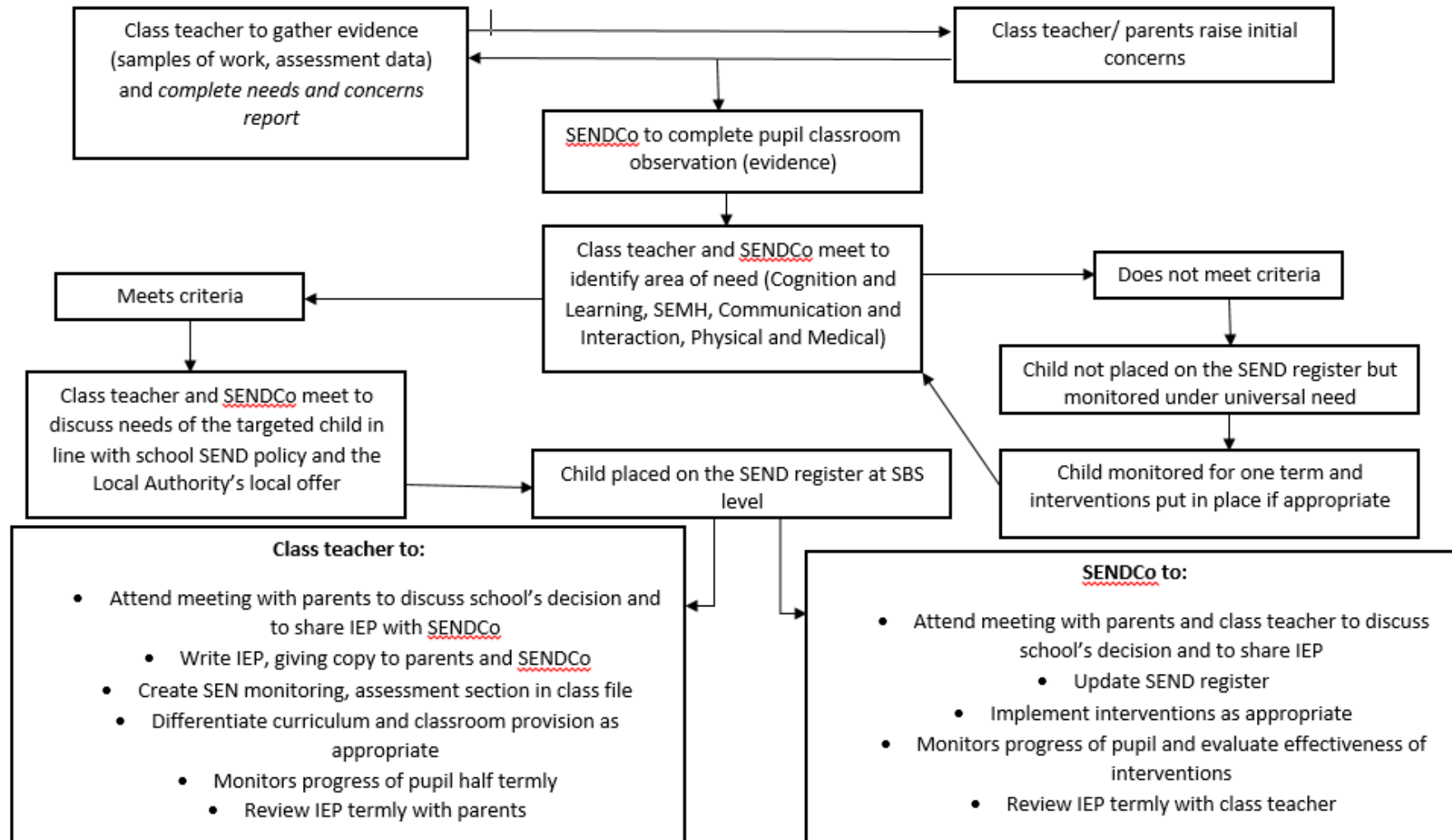


Where else can I go for help?

Children in divorce and separation 01473 232009
Parent Partnership
Parent Support advisors
SENDIASS: sendiass@suffolk.gov.uk
01473 265210

Appendix 2

SEND Identification Flow Chart



Appendix 3

SEND Monitoring Flow Chart

