

1. Rational

Prory CE Primary School offers a full, broad, balanced and relevant differentiated curriculum, where opportunities to be the best that they can be, are provided for all children. We believe that a child with SEND should have their needs identified and an education provided that affords them the opportunity to achieve their personal potential. We ensure that all staff working with children value and respect the diversity within our school and community. We are proud of our stimulating and inclusive environment, where we aim to provide every child with access to a quality education. This includes the statutory aims of the National Curriculum (2014) and the SEND Code of Practice (2014). We firmly believe that we are the educators of all children in our care, including those who are identified as having Special Educational Needs, and that through our quality first teaching and effective differentiation, all the children in our school will be able to access and enjoy the curriculum that we provide.

2. Aims

- To ensure that all children are valued equally, regardless of their abilities and behaviours
- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the rapid identification of all pupils requiring SEND provision, as early as possible in their school career
- Ensure that SEND pupils take a full part in all school activities
- Ensure that parents of SEND pupils are fully involved in the additional provision for their child
- Ensure that SEND pupils are fully involved in decisions affecting their future SEND provision, where appropriate
- To be Attachment Aware

Definition of Special Educational Need:

A child has special educational needs if he or she has difficulties with learning which require support that is different from and additional to that provided through quality first teaching.

A child has learning difficulties 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 educational facilities of a kind provided for children of the same age in school
- is under compulsory school age within the above definitions or, if special educational provision was not made for the child, would fall into the above definitions
- have social, emotional or mental health difficulties that act as a barrier to learning at the same rate as the majority of children of the same age

Special educational provision is matched to the child's identified SEND. Children's SEND are generally thought of in the following four broad areas of need and support:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and /or Physical needs

English as another language (EAL)

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.

We consider what is NOT SEN but may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium funding (PP)
- Being a Looked After Child (LAC)
- Being a child of a Serviceman/woman

Special education provision means:

- Educational provision which is additional to or otherwise different from, the educational provision made generally for children of the same age in maintained schools, other than special schools, in the area
- We have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs and will ensure that parents are notified when SEND provision is being made for their child

This policy complies with: Section 69 (2) of the Children and Families Act 2014, Schedule 1 of the Special Educational Needs and Disability Regulations 2014 and the SEND Code of Practice.

3. Inclusion

This SEND policy reinforces the need for teaching which is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND

Identification, Assessment and Provision:

We have adopted a whole school approach to SEND policy and practice. Pupils who have been identified as having SEND are fully integrated into mainstream classes in which they have full access to the National Curriculum and equal entitlement to all aspects of the school.

The SEND Code of Practice (September 2014) makes it clear that:

- All teachers are teachers of pupils with special educational needs
- All staff are responsible for identifying pupils with SEND and in collaboration with The Inclusion Hub, will ensure that those pupils requiring different or additional support are identified at an early stage
- Assessment is seen as the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a crucial factor in considering the need for SEND provision

4. The Graduated Approach

The Graduated response to SEND is a model of action and intervention in schools and early education settings to help children who have been identified as having Special Educational Needs/Disability. The approach recognises that there is a continuum of SEN/D. Where necessary, increasing specialist expertise should be sought, in order to provide better support to cater for the difficulties that a child may be experiencing.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Assistants (LAs) or Inclusion Assistants (IAs). Class Teachers regularly assess the pupils in their care. This involves clearly analysing the pupil's needs, using the Class Teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

When a Class Teacher identifies that a pupil has SEN/D – the Class Teacher completes a Pupil Profile with the Inclusion Hub, this includes progress and attainment data, anecdotal evidence and Standardised assessments in all areas of learning. If it is found that a pupil has an additional need, then the Inclusion Hub would devise a differentiated programme of support alongside the school's usual differentiated curriculum offered:

- The Class Teacher remains responsible for working with the child on a daily basis. The Inclusion Leader will plan future interventions for the child and liaise with colleagues to monitor and review any action necessary
- The Inclusion Leader and Class Teacher, in consultation with parents, ask for help from external services. The Class Teacher and the Inclusion Leader are provided with advice or support from outside agencies
- SEN support takes the form of a cycle through which earlier decisions and actions are revised, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes

Graduated approach to SEND Identification

Quality First Teaching
(Concerns Raised via Pupil Profile)



Further investigation
(Class Teacher and Inclusion Leaders – assessment, tracking, consultation with other staff etc.)



Planning (Initial SEND concerns meeting with family, Next steps identified, identifying long term outcomes, setting targets and writing Pupil Passports, consider referrals)



Do (Implementing agreed actions – LAs/IAs to run intervention programmes, support in and out of class as appropriate)



Review (Evaluate impact of all actions – review passports, assessment and tracking etc.) Progress made or move to:



Involve specialists
(Seek additional advice and implement strategies)
Ongoing, if no progress over period of time may result in an application for EHCP.



Educational, Health and Care Plan (EHCP)
(Investigation, assessment and support from E.P.)

5. SEND Provision

Early Identification

Early identification of pupils with SEND is considered a priority. To aid identification the school will use appropriate screening and assessment tools. To further assist with the identification of SEND needs the school will ascertain pupil progress through reference to:

- Evidence arrived at by means of teacher observation/assessment
- Referring to pupil performance in relation to the National Curriculum
- Standardised screening /assessment tools
- Pupil progress in relation to age related expectations
- Social and emotional well-being of the child

The school uses this evidence to plan additional support for pupils with SEND. This is recorded, reviewed and amended half termly by the Inclusion Hub. An Early Years SEND champion supports the SENCO with identification of early indication of SEND needs.

Clinical pathways for Occupational Therapy (OT), Speech and Language (SLCN) and CAMHs (Children and Adolescent Mental Health Service) are available in the Inclusion handbook, to inform all staff of the course of action that will be taken, following a concern.

6. Class Support

Class support is characterised by interventions and actions that are different or additional to the normal differentiated curriculum. Class support intervention can be triggered through concern, supplemented by evidence and despite receiving differentiated teaching pupils continue to:

- Make little or no progress, this despite targeted teaching of weakness
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent social, emotional or mental health difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems and despite the provision of specialist equipment make little progress
- Experience communication and/or interaction problems and despite experiencing a differentiated curriculum makes little or no progress

7. School Support

School Support is characterised by the involvement of external services or confirmed diagnosis of need. External support services can be consulted to advise on targets for Pupil Passport and providing specialist inputs to the process. School Support intervention can be triggered through concern, supplemented by evidence and despite receiving differentiated teaching and support within the classroom the pupil is still not making satisfactory progress. Triggers may include:

- Pupil still makes little or no progress in many, or specific areas over a long period
- Pupil continues to work at expectations considerably lower than for a child of similar age
- Pupil continues to experience difficulty in developing literacy/numeracy skills
- Pupil has social, emotional and mental health difficulties, which often substantially impede pupil's own learning or that of the group, this despite having being supported through Phase 2 of the behaviour regulation policy in addition to general mental health support
- Pupil has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists which is impacting on progress
- Pupil has ongoing communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

When external support services are approached, they will require access to pupil's records in order to understand the strategies employed to date and targets set and achieved. The external specialist could provide specialist assessments and advice and possibly work directly with the pupil. The Pupil Passport that follows will, by necessity, incorporate specialist strategies whilst continuing to be implemented by the Class Teacher.

Pupil Passports

Strategies used to enable the pupil to progress will be recorded in a Pupil Passport. These will consist of information about:

- Specific Short term (SMART) targets set for the pupil
- The provision being made in class, through reasonable adjustments and SEND support
- When the Passport is to be reviewed
- What people like about the child
- The Aims and Aspirations of the child

The Passport will record only targets which are different/additional to the normal differentiated curriculum and will concentrate on four or five individual targets that closely match the pupil's needs. The Passports will be discussed

Priory CE Primary School: SEND policy

with the pupil and the parent. They will be reviewed at least termly and parents' views on their child's progress will be sought. The school will endeavor to involve the pupil in the review process at an age appropriate level.

8. Request for Combined Assessment in considering an Education and Health Care Plan (EHCP)

The school will make a request for a combined assessment to the LA when despite an individualised programme over a period, the child remains a significant cause for concern and meets the stated criteria. Requests for a combined assessment may also be made by the parent or through a referral by another agency. In order to carry out the Combined Assessment the school will have the following information available:

- The action followed with respects to Class Support and School Support
- The pupil's Pupil Passports
- Records of regular reviews undertaken and the outcomes
- Information on the pupil's health and relevant medical history
- English/Maths attainment
- Other relevant assessments from specialist i.e. Support teachers/educational psychologists
- The views of both parents and child
- Any other reports following involvement by professionals
- Social services/educational welfare service information

An Education and Health Care Plan (EHC) will normally be provided in situations where after a combined assessment the LA considers that the child's needs are such that additional provision is required to that which the school is able to offer. The EHC issued will include details of targets set for the pupils, these will be:

- Short term in nature, established through parental/pupil consultation
- Set out in an EHCP Pupil passport
- Implemented in the classroom setting
- Delivered by the Class Teacher or additional adult

9. Annual Education and Health Care Plan Review

The school will review each EHCP annually and the Inclusion Leader will invite the child's family, Class Teacher and a representative of the LA/high school if at a point of transition. The aim of the review will be to:

- Assess the pupil's progress in relation to targets outlined in the EHCP
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year and whether or not to cease, continue or amend the existing EHCP
- Set new targets for the coming year when the EHCP is to be maintained

10. Partnership with parents/carers

Parents and carers have a vital role to play in supporting their child's education and their views will always be sought. The knowledge and experience they have of their child will be used to support him/her. By working in partnership with the parents we can ensure that the child's voice is heard in all that we do in school to support them. Parents can refer to our school website to see the school based Local Offer/SEND Report.

Parents will be informed at the start of any SEND procedure/provision and of any changes or amendments. They will meet regularly with school staff and outside agencies involved, working in partnership with them to address the needs of their child.

- Parents are able to discuss any concerns about their child with the Inclusion Hub and Class Teacher informally or by appointment
- Parents have the right to choose which school they wish their child to attend
- Parents have a right of appeal against decisions made by the LA regarding their child's educational provision
- Parents will be informed and invited to attend relevant training

11. Pupil Voice

Taking into account the age, maturity and capability of the child:

- We will listen to their views and wishes

Priory CE Primary School: SEND policy

- We will recognise their right to participate and express an opinion in any matter affecting them
- We will recognise that they need training and encouragement to participate and become involve in their decision making
- Through our active School Council, RRS Squad and Mental Health Champion we will seek and listen to the views and opinions of all the children in our school

12. Partnerships with Outside agencies

Our school works in partnership with outside agencies, parents and the child to identify SEND early and devise focused intervention. Together we review the effectiveness of approaches and strategies and plan together to devise appropriate targets and programmes for staff, parents and children. All referrals are fully co-produced with families.

At Priory CE Primary School, we work with the following outside agencies:

- Educational Psychology Service
- Educational Social Work Service
- SEND Services
- CAUDWELL – Autism Assessment Service
- CAMHS – Early Intervention Team
- School Nursing Hub
- Health Visitors
- Speech and Language Therapy Service
- Community Pediatricians
- Occupational Therapy Service
- DOVE
- Younger Mind
- ARCH

13. Staff Development

The Governing Body ensures that all staff are fully trained in matters regarding SEND.

- The Inclusion Leaders regularly attend appropriate SEND training
- The Inclusion Hub have weekly meetings to discuss support for learners
- All LAs/IAs are offered monthly training up dates
- The Inclusion Leader is a member of the SLT
- Governors are informed of SEND issues in the termly Head teacher's report
- Link governor meets with, challenges and supports Inclusion Leader once per term

14. Funding and Resources

The Governing Body ensures that the funds available for SEND are allocated appropriately at the beginning of each financial year and as the need arises.

- The Inclusion Hub in collaboration with SLT allocate additional staffing based on the needs of learners
- A variety of resources/materials are available to all staff and new resources are purchased by the Inclusion Hub as the need arises

15. Roles and Responsibilities

The Role of the Inclusion Leader:

The Inclusion Leader co-ordinates the SEND provision of the school, this involves working in collaboration with the Head Teacher and governing body to determine the strategic development of the SEND policy. Other responsibilities include:

- Overseeing and maintaining the day-to-day operation of the SEND policy
- Working closely with the Inclusion Hub
- Coordinating the provision for pupils with SEND by ensuring children are accurately identified as having SEN and that Pupil Passports and interventions suitably support pupils
- Ensuring that SEN pupils make sufficient progress
- Liaising and working with fellow teachers and support staff in improving SEN provision
- Evaluating the impact of interventions

Priory CE Primary School: SEND policy

- Maintaining a provision map for pupils with SEND to audit provision and ensure value for money
- Presenting key information to the leadership team including the Governing Body
- Working closely with the Governor responsible for SEND provision
- Liaising with external agencies, LA support services, health, social services
- Updating the SEND Information Report and Local Offer

The Role of the Governing Body

The Governing Body has an important responsibility with regards to pupils with SEND, these include:

- Ensuring that the provision for SEND pupils is made, and that this is of a high standard
- Ensuring that all staff involved with teaching pupils with a statement are fully informed of this statement
- Ensuring that SEND pupils are fully involved in school activities
- Having a regard to the Code of Practice when carrying out responsibilities regarding SEND pupils
- Being fully involved in developing and the subsequent review of the SEND policy
- Informing parents on the school's SEND Policy by publication on the school website

16. Admissions

The Governing body embraces the view that the admissions criteria should not discriminate against any pupil with SEND and have due regard for the practice advocated in the Code of Practice.

17. Complaints Procedure

The school's complaints procedure is outlined on the school website and complaints policy. A copy of the complaints policy and procedure is available from the school office for parents and carers upon request and also available to download from the school website.

The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements and these can be explained to parents if required.

This policy will be reviewed annually.

18. Links to other Policies

- Teaching and Learning
- Behaviour
- Inclusion
- SEMH

Policy Author: Jenny Cunliffe

Responsible Committee: Full Governing Board

Date due for Review: March 2024