



# SEND Policy

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Changes to this Policy		
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## 1. Rationale

At East Herrington Primary Academy, every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

East Herrington Primary Academy is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

## 2. Objectives

- To ensure equality of provision for pupils with special educational needs and disability (SEND);
- To take into account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014;
- To provide full access for all pupils to a broad and balanced curriculum;
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes;
- To enable pupils with SEND to achieve their potential;
- To ensure parents / carers are fully engaged in decision making;
- To take into account the views, wishes and feelings of pupils;
- To provide advice and support for all staff working with pupils with SEND;
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND.

## 3. Aims

- In providing for children with Special Educational Needs we aim to:
- Develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum;
- Identify children, as early as possible, in order to support their physical, social, emotional or intellectual development;
- Make sure that there is a consistent, whole school approach to the identification and provision for pupils with special needs throughout the school;
- Involve Parents in a partnership of support;
- Monitor and evaluate the child's progress, providing the appropriate information and records as part of this process;
- Embrace inclusion for all and ensure a policy of integration into all activities of the school.
- Comply with the 2014 Code of Practice.

## **4. Inclusion Statement**

- Through appropriate curricular provision, we respect the fact that children:
- have different educational and 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.

## **5. Identification and Assessment of Special Educational Needs and Disabilities**

The Code of Practice states a Graduated Approach to the identification and assessment of SEND. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be called upon to advise and support on the difficulties that a child may experience. In order to support our judgements, East Herrington Primary Academy makes use of the Local Authority 'SEND Draft Guidance 2019, Funding Ranges' document, which allows us to consider and allocate provision appropriately, using a language common to professionals across the authority.

## **6. SEND support at East Herrington**

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEND.

Support is structured as follows:

### **1. Assess:**

The class teacher, working with the SENCo, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment.

### **2. Plan:**

Parents will be notified during a consultation meeting, at which a Support Plan will be discussed and put in place, either immediately or at a subsequent meeting. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. Interventions will be tracked and targets stated on their Support Plan.

### **3. Do:**

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. Any interventions will be overseen by the class teacher, who will assess their effectiveness and ensure a consistent approach. The SENCo will support the above.

### **4. Review:**

The effectiveness of the support and interventions, and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least twice per year. The class teacher, working with the SENCo, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time, school will consider involving specialists.

## **5. Additional Top-Up Funding**

Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

## **6. SEND School Offer**

This report can be found on the school website. It outlines the provision East Herrington Primary Academy makes for all pupils with SEND and within the four broad areas of need: communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

## **7. Transition Arrangements**

Transition is carefully planned. In order to ensure successful transition, throughout the Primary School phases and beyond, the pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEND provision will be shared with the next school/setting through the review process.

## **8. Graduated Approach**

Quality First Teaching: Every teacher is a teacher of SEND. The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. If a child is below age related expectations, they are monitored and supported within class. If they fall significantly behind age related expectations, they are added to the SEND list based on 'The Ranges document'. If the need is other than academic, the child is referred to the SENCo for further assessment.

## **9. Ranges**

### **Range 1**

A child receives additional support in class and/or in intervention groups. The child's progress is tightly monitored by class teacher and SENCo with a view to closing the gap to age related expectations. For non-academic needs, children are similarly monitored to ensure any intervention is effective.

### **Ranges 2 & 3**

A child receives additional support in class and/or in intervention groups. A Support Plan is written in partnership with both child and parent/s highlighting the strategies to be used to support this child. Copies of the Support Plans are kept in the SENCo's files and in the classroom's SEN file. The child's progress is tightly monitored by class teacher and SENCo with a view to closing the gap to age related expectations. For non-academic needs, children are similarly monitored to ensure any intervention is effective.

### **Range 3-4 +**

All provision from school support remains in place, but outside agencies are involved in supporting the child continuously within East Herrington. Their recommendations are implemented and assessed using the school provision map.

Education, Health and Care Plan (EHCP): Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made

expected progress, school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of School Support and/or School Support Plus.

### **Range 1 - 3**

The triggers for intervention through Range 1-3 could be the teacher's or others' concerns, underpinned by guidance from the Local Authority's 'Ranges' document, about a pupil who, despite receiving quality first teaching:

- Makes little or no progress even when teaching approaches are targeted, particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not alleviated by the behaviour management techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

### **Range 3 -4 +**

At this range, external support services, both those purchased through the LA and by outside agencies, will usually see the child in school if that is appropriate and practicable, so that they can advise teachers on Support Plan targets and accompanying strategies this external support would continue above and beyond the initial advice.

### **The triggers are:**

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour support plan.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Interventions put in place at Range 1-3 have had little or no impact on learning or progress.

## **10. Progression to Education, Health and Care Plan**

If, after advice from the Educational Psychologist or other professionals, the school and Parents consider that help is needed from outside the school's resources, the SENCo completes the form requesting an Education, Health and Care Plan by the Authority. Papers are forwarded to the Case Officer for the school, who, with the Panel, will decide whether to proceed with Statutory Assessment.

Should the Panel decide against an Education, Health and Care Plan, it is then up to the school to look again at provision for the child and to formulate new strategies and Support Plans. If the Panel agrees to proceed with an Education, Health and Care Plan, the SENCo prepares further documentation about the child, which is sent to the Special Needs Section where, in consideration with similar documents from other involved professionals, an

Education, Health and Care Plan is completed. The class teacher, in conjunction with the SENCo, is then responsible for drawing up a Provision Plan to meet the objectives set out in the Statement. The Education, Health and Care Plan must be formally reviewed at least annually. The Annual Review is chaired by the SENCo.

## **11. Monitoring and Evaluating Provision**

It is the class teacher's responsibility to monitor the progress of children in their class at least termly and identify those that are below what is expected or those that have not made progress. These children are closely monitored and supported by the teacher through targeted work. If the child makes no progress or is still below expected levels after 5/6 weeks then a decision will be made, in conjunction with the SENCo, about whether the child needs to go on the SEND register and at which range. A Provision Plan is also written with the child and the parents. If the class teacher has concerns regarding a child in another area, such as sensory, behaviour or communication (See Range 1 - 3-4 Triggers), then the issue is discussed with the SENCo. The SENCo is responsible, with support from the class teacher, in deciding whether further action is to be taken.

## **12. Provision Tracking**

If a child has made little/no progress despite quality first teaching, then any additional provision implemented is tracked by the SENCo in conjunction with the class teacher. This includes the staffing, and the timings e.g. TA 3 x 20mins and is recorded on the school's provision map. After 2 weeks, the child is assessed to see if progress is being made. If not, then the class teacher needs to judge whether the provision used is the wrong one and needs changing or if the child needs further provision. If the provision is changed, then a new Support Plan is completed.

## **13. Support Plans**

Strategies employed to enable the child to progress are recorded within a Support Plan which sets out targets and teaching strategies that will support the pupil making progress. It also includes strategies that the child will employ, and those that the parent will use at home. These strategies and interventions are additional to those that children will receive through the normal differentiated curriculum.

Support Plans should focus on up to three key individual targets and should include information about:

- the short term SMART targets set for or by the pupil (Specific, Measurable, Achievable, Realistic, Timed);
- the provision to be put in place by each party;
- when the plan is to be reviewed;
- success and/or exit criteria;
- outcomes (to be recorded when the Support Plan is reviewed);
- a signature to confirm commitment from child, parent and teacher.

Support Plans should be continually kept under review as a working document and should be shared with Teaching Assistants who will be working with the child.

They are reviewed every term with the child and parents integral to the process. The new Support Plan is signed and a copy given to parent and child within a week. The current Support

Plan will be held by the teacher in the class and available on the shared drive. Copies of Support Plans, current and historic, are kept on the SEN Drive.

## **14. Partnership with Parents**

We aim to promote a culture of cooperation with parents, schools, LA and others. We will do this through:

- Ensuring all parents are made aware of the school's arrangements for SEND including the opportunities for meetings between parents and SENCo;
- Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the class teacher;
- Involving parents in the writing of, and the provision within, Support Plans;
- Providing access to the SENCo to discuss the child's needs and approaches to address them;
- Supporting parents understanding of external agency advice and support;
- Undertaking Annual Reviews for children with EHC Plans.

During Parent/Teacher meetings, teachers will explain any concerns there are and any targets that have been agreed between teacher and child. If the child has a Support Plan, then the needs of the child are discussed and additional targets are drawn up together, so that the parent knows what is expected of the child, school and parent.

## **15. Staff Development**

The SENCo ensures staff are informed of local and national developments in relation to SEN and Inclusion. Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Early Career teachers are offered support and in school training by the SENCo.

## **16. Medical Conditions**

East Herrington Primary Academy will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan.

## **17. Admission Arrangements**

The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEND.

## **18. The Complaints Procedure**

Initially an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENCo and/or head teacher becomes involved. If the complaint is unresolved, the complaint will follow the school's complaint procedure.



## 19. The Role of the Special Needs Coordinator (SENCo)

### The SEND team

**Miss Miller and Mrs Douthwaite work together** as the school's SENDCO for all EYFS, Key Stage 1 and Key stage 2 children with **Mr Charlton** working alongside as Key Stage 2 lead.

They are responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are
  - i) involved in supporting your child's learning
  - ii) kept informed about the support your child is getting
  - iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

## 20. The Role of the Headteacher Head of School

- The responsibilities of the Head include:
  - Involvement with parents as partners in the learning process;
  - Coordinating the work of the teaching assistants;
  - Participating in TA development programmes;
  - Determining the pattern of work, timetable and role of the SEN Coordinator;
  - Dealing with queries or complaints from parents;
  - Liaising with the SENCo;
  - Ensuring that the SEN Policy is implemented as described;
  - Involvement in how children with SEN are integrated within school as a whole;
  - Working with staff as part of performance management to ensure planning, teaching and recording pupils' progress is accurate;
  - Ensuring that the legal requirements of current legislation are met within the school;
  - Keep the Governors well informed about SEND within the school;
  - Ensure that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education;
  - Ensure the SENCo receives training and induction in their roles, including training in managing other colleagues and working with support staff and keeping their skills and knowledge up to date;
  - Give the SENCo sufficient resources of money, time, space and administrative back up to fulfil the role to reflect the responsibilities included;
- Give sufficient non-contact time appropriate to the numbers of children and young people with special educational needs within the school.

## **21. The Academy and Governors must ensure:**

- That they make strenuous efforts to make sure the necessary provision is put in place for any pupil who has SEND;
- That when the Head or a nominated Director has been told by the Local Authority that a pupil has SEND, those needs are made known to everyone who is likely to teach or support that pupil;
- That teachers are aware of the importance of identifying and providing for any pupils who have SEND;
- That a pupil with SEND and/or a disability joins in the activities of the school together with other pupils, so far as is reasonably practical and, at the same time, allows the pupil to receive the special educational provision that the learning needs call for and there is efficient use of resources;
- That they report to parents on how the school's policy for pupils with SEND operates;
- That when the school feel that there is a need for additional training for staff, attempts will be made to put this in place;
- That the school will follow the guidance in the Code of Practice when carrying out its duties towards pupils with SEND;
- That the school will make sure that parents are informed of a decision by the school that SEND provision is being made for their child and, where appropriate, the pupil is involved in discussions about what is being put in place.

### **The Academy must:**

- Be aware that pupils with SEND will need additional support as they move between phases and prepare to be independent adults.
- Identify pupils who have SEND and make sure that they are provided for in line with the Code of Practice.
- Appoint a SENCo who is a qualified teacher.
- Invest in whole school training and targeted training for staff.
- Make sure that inclusive teaching and support is genuinely embedded in the school and that all teachers understand that they are "Teachers of SEND".
- Provide information on school arrangements for SEND to parents and governors.
- Consider what may be needed for future pupils with a disability.

### **Governors must:**

- Appoint an SEN Governor who will oversee the arrangements for SEN in the school.
- Know how many pupils in the school have SEND.
- Know how much money the school gets for SEND and make sure that budget arrangements are in place to let the school fulfil their duties to provide for the pupils who have SEND.
- Review and approve the SEND Policy.
- Monitor the expenditure on SEND.
- Monitor the progress of pupils with SEND and make sure the provisions written in EHCPs and Support Plans are made.
- Make sure that SEND provision is part of the School Improvement Plan.
- Publish on the school website the SEND Policy and a description of the arrangements and specialist provisions made in school for pupils with SEND.
- Detail their arrangements for dealing with complaints from parents of children with SEND concerning the provision made at the school.