



Ashdon Primary School

SEND Policy

Date adopted by
Governing Body:

October 2021

Next Review: **September 2022**

SAFEGUARDING STATEMENT

Ashdon Primary School takes seriously the responsibility to protect the welfare of the children in its care, believing that “The welfare of the child is paramount” Children Act 1989.

This policy plays an integral part in our aim to safeguard the children and ensure their wellbeing in order to promote optimum development.

Introduction

At Ashdon Primary School we are committed to offering a broad, balanced curriculum to ensure the best possible progress for all our pupils. The school is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all children matter, including those identified as having special educational needs or disabilities. The culture, practice, management and deployment of the school’s resources are designed to ensure all children’s needs are met.

The Governing Body believes that all children, regardless of ability and behaviour, should be valued equally and have equal access to learning. Different children’s needs are recognised and met through varied and flexible provision throughout the curriculum. We recognise that education is a partnership. We therefore aim to involve staff, parents, children and governors in the creation of a happy and secure environment where there is a shared sense of purpose supported by mutual trust and respect.

Our objectives

- To ensure that quality first teaching, differentiated for individual pupils, is embedded in every class and that teachers are held accountable for the progress and attainment of all pupils in their class whether or not they have additional needs.
- To ensure that all children, whether or not they have SEND, have access to a broad, balanced and relevant curriculum.
- To ensure early identification, assessment and provision for any child who may have special educational needs.
- To help every child realise his or her full potential and optimise his or her self-esteem.
- To encourage all pupils, including those with SEND, to become independent and take positions of responsibility within the schools.
- To enable all staff to play a part in identifying SEND pupils and to take responsibility for recognising and addressing their individual needs.
- To encourage the whole school community to demonstrate a positive attitude towards SEND.
- To encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school.
- To encourage and support children to participate in all decision-making processes that may occur in their education, seeking their views and taking them into account.

Identity of SEND team at Ashdon Primary School:

SENCo: Ros Jarman, SENCo (NASENCo award)

Governor with responsibility for SEND: Lynn Nuttall

Please contact directly through the school office, by telephone (01799 586560), or email admin@ashdon.essex.sch.uk

Definition of SEND

A child has a Special Educational Need or Disability if he or she has a learning difficulty or disability that means he or she:

- has a significantly greater difficulty in learning than the majority of others of 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.

Identifying Special Educational Needs and Disabilities (SEND)

Within the 2014 SEND Code of Practice, 0-25 guidance there are 4 broad areas of need. These include Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties and Sensory and/or Physical Needs. The purpose of these 4 broad areas of need for us at Ashdon Primary School is to guide us to work out what action needs to be taken for each individual child. These are as follows:

1. *Communication and Interaction*

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

2. *Cognition and Learning*

- Specific Learning Difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

3. *Behavioural, Emotional and Social*

4. *Physical and Sensory*

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

There are many factors which may also impact on progress and attainment, but which are not SEND. These include:

- 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 SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

We acknowledge that any child's behaviour is an underlying response to a need which we would hope to recognise and identify clearly as we will know the child well.

The Graduated Approach to SEND Support

At the Ashdon Primary School 'quality first' teaching from the class teacher is of paramount importance for all pupils. In accordance with this, the Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have received interventions and adjustments alongside the personalised teaching that we provide. This can be characterised as progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Teachers are responsible and accountable for the progress of all pupils in their class, including those children that access support from learning support staff or outside agencies. High quality teaching, differentiated for individual pupils, is the first step to responding to pupils who may have SEND.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. This review is carried out by the Headteacher and our SENCO and occurs on a termly basis. Continuous monitoring of children with SEND is maintained through learning walks, classroom and teaching observation, reviews of One Plans and regular discussions with class teachers and other staff that are involved with each child.

We make special educational provision by working closely with the class teacher and SENCO. They then consider all the information gathered from within school about the pupil's progress, alongside national data and expectations of progress. This includes high quality, accurate formative assessment, using effective tools and early assessment materials.

For higher levels of need we refer to specialists for assessments from external agencies such as the educational psychologist, the speech and language therapist and the local authority specialist support team. We follow standardised procedures for each referral and include information about how we have adapted our provision for the child so far and the impact of that provision. We will also include parent and child views on referrals and, if it is appropriate, any information about health and social care. This enables us to provide a holistic view of the child to any outside agency or professional that comes to the Ashdon Primary School.

SEND Register

This is a register of all pupils who have a One Plan or EHC (Education, Health & Care) Plan or are receiving specific support or interventions for an identified need, such as Speech and Language.

Local Offer

The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Please visit:

<http://www.essexlocaloffer.org.uk/>

Identifying Pupils and placing them on the SEND register

Pupils are placed on our SEND register based on a continuous 4-part process (Assess, Plan, Do, Review) as outlined by the Code of Practice. We take action to remove barriers to learning and put effective special educational provision in place. Within the cycle we revisit earlier decisions and actions with the aim to refine and revise these with a growing understanding of the pupil's needs how the pupil is making good progress and securing good learning outcomes. The 4-part process is as follows:

Assess

If a child is identified as potentially needing SEND support, the class teacher working collaboratively with the SENCO will carry out a clear analysis of the child's needs. This draws on:

- Teacher assessment, their experience of the pupil, previous attainment and behaviour.
- The child's development in relation to peers and nationally agreed outcomes.
- Parent's views and experiences
- Pupil views and experiences
- Advice from external support agencies, if required

We take any concerns raised by parents very seriously and compare them to our own assessment and information on how the child is developing. These assessments are reviewed regularly to ensure that any intervention that the child receives is matched to their needs and overcomes any barriers to learning. If appropriate and with parental consent we contact external agencies and professionals to liaise with the school and inform some assessments.

Plan

As a team of support for the child, the class teacher, SENCO, parent/s and child will work closely together to create a plan of intervention (known as a 'One Plan') and a One Page Profile for the child. Parents will always be consulted with regards to the intervention/s that their child is receiving. All parties will agree the impact on progress, development and behaviour with a clear date for review, termly if possible. All members of staff that work with that child are made aware of the pupil's needs and any strategies or approaches that should be sought. We will work closely with parents to seek their involvement to reinforce and contribute to progress at home.

Do

Our class teachers remain responsible for working with the child on a daily basis. Whenever interventions involve other teaching away from the main class the teacher always remains responsible for the child's progress. All staff that work with each child work closely together to plan and assess the impact of the support given. Our SENCO supports the class teacher and other adults to further assess the child's needs and advises effective implementation of support.

Review

The effectiveness of intervention and support and their impact on pupil progress is reviewed regularly. When evaluating the impact on pupil progress the SENCO works closely with the class teacher, alongside the parent/s and pupil to revise support for the child in light of changes in need and development. In the instance that a child has an EHC plan, we review the plan every 12 months and involve parents, the child, professionals and class teacher alongside the SENCO to carry out the review and implement revised or additional strategies of support.

All pupils with a One Plan or an Education, Health and Care Plan will have a termly review meeting with the class teacher and parents / carers.

Managing Pupils on the SEND Register

In order to manage the pupils on the SEND register we constantly monitor the needs of the children on it, with the consideration of the support they are receiving. We use the process used above to support this and on a termly basis review provision. Where necessary, we change and review these documents more regularly to meet the specific needs of the children in our care. Teachers hold responsibility for updating and evidencing the progress made towards the outcomes of these plans. The SENCO will then monitor the documents to ensure they are regularly updated.

The SEND register is a working document and the children that feature on the register are discussed at pupil progress meetings. The level of provision for each child is decided on based on the child's individual needs. We assess and monitor children's progress on a termly basis to ensure that anyone who does meet our SEND criteria is added to the register.

If, as a school, we are unable to meet the needs of a child with SEND, we will include other professionals. We work closely with other professionals to support the needs of the children in our schools. The costings of such input are the responsibility of the Headteacher. The monitoring of these services and their input lies with the SENCO, with the support of the Headteacher. Parents and children will always be involved in any additional provision for children that we organise so that they can support the provision that we put in place.

If we identify that additional funding and support are needed from the LA Higher Tariff Needs Block, we use the advice from Essex County Council to assess the needs of our children.

During our applications for additional funding the SENCO, teachers and families will work closely together to gain evidence of the child's needs.

Criteria for exiting the SEND Register

At the Ashdon Primary School, if a child has remained on the SEND register, even after their needs have been resolved and subsequent support has been removed, we consider whether they should be removed from the register entirely. This is in discussion with the Headteacher, class teacher and other professionals involved. If the child has not received any support for the last 12 months, they are removed from the register if all parties are in agreement that their SEND needs have been met. We will continue to monitor the child's progress closely to ensure that they will not require any additional support in the future.

Our admissions agreement

We follow Essex County Council's admission agreements which can be found at:

<https://www.essex.gov.uk/apply-for-a-primary-school-place>

You can find details of the admissions team and guidance here.

Exams

Children with SEND are able to access exams within the schools using a range of modified resources and support, in accordance with nationally agreed access arrangements. Some of these may include:

- Readers
- Extra-time

The responsibility for this is shared between the Headteacher, SENCO and class teachers of the specific child.

Transition

To ensure a smooth transition from class to class, teachers have transition meetings to discuss the needs of each child in the class. In addition to this, children spend time with their new teacher as an opportunity to get to know each other. Parents meetings are held at the beginning of each academic year to involve the parents and ensure they are aware of the support that we can provide them with as a school. Also, it creates an excellent opportunity for parents to ask questions and have discussions about specific pupil needs that may have arisen over the summer. If a child moves to another school, it is the responsibility of the school SENCO to transfer any information and documentation about the child. At the Ashdon Primary School we endeavour to support a new school to meet the needs of the pupil as quickly and easily as possible.

In addition to this, if the child is moving to secondary school, we have transition meetings with the school to discuss and handover the relevant information about a child. There are also opportunities for the child and parents to attend the school and look at how the provision will continue or alter in secondary school. Extra transition visits may be arranged where necessary.

Supporting Pupils at school with Medical Conditions

The Ashdon Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, we will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs or disabilities (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Monitoring and Evaluation of SEND

We carefully monitor and review the quality of the provision we offer to all pupils. We do this by regularly revising One Plans, interventions and pupil support.

We will ask for pupil perception and parent perception to support us to improve the quality of practice we provide to the children at the Ashdon Primary School. We have a SEND governor who supports the SENCO to monitor the attainment and progress of pupils with SEND.

The rest of the Governing Body works carefully monitors the impact for children with SEND as part of the school population. Regular evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Training

Staff training and development needs are closely monitored by the senior leadership team. These are then discussed with the staff members and can form part of the performance management process in the school. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

Roles and Responsibilities

Parent: The school recognises the role of the parent as the primary educator and carer of the child. Parents play a vital role in supporting the education of the child and have a responsibility to engage with their child's school when it consults with them on decisions affecting the child and to inform the school of any changes in circumstance that may affect the child.

Class teacher: In the first instance, the class teacher will be responsible for delivering high quality teaching differentiated for individual pupils, identifying any possible SEND concerns and liaising with the parents and Special Educational Needs Coordinator. Class teachers are also responsible for target setting within interventions monitoring their impact and incorporating strategies the child has learned from the interventions into class teaching and learning.

Special Educational Needs Coordinator (SENCo): The SENCo for our school is Mrs Ros Jarmain. She is a qualified and highly experienced teacher, holds the National Post Graduate SENCo Award and has responsibility for leading SEND provision.

Headteacher: The Headteacher has overall responsibility for the strategic development of SEND policy and provision and the management and deployment of staff and resources.

SEND Governor: The governor in this school with responsibility for SEND is Mrs Lynn Nuttall. She liaises regularly with the SENCo about developments in SEND, undertakes monitoring to see that statutory requirements for meeting SEND within the school are met and report to the Governing Body regularly.

The Governing Body: Is responsible for ensuring that the school fulfils its statutory duties. It will establish and review this policy having regard to the Code of Practice on the identification and assessment of special educational needs. It will hold the Headteacher to account for the provision for and outcomes of children with SEND. It will ensure that governors receive appropriate training to fulfil their roles.

The Local Authority: The Local Authority must consult parents of children with SEND in the development of its policies. Where a child requires an EHC needs assessment, it must ensure that the child's parents are fully included in the process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

Accessibility - Statutory Responsibilities

The DDA, as amended by the SEND and Disability Act 2001, place a duty on all schools and LAs to plan and increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in this area. Our accessibility plan is available on our website or can be requested from our school office.

Dealing with Complaints

The Governing Body will ensure that anyone who wishes to make a complaint in relation to children with SEND, whether they have an EHC plan or not, is treated fairly, given the chance to state their case, provided with a written response (including the rationale for any decisions) and informed of their appeal rights in line with the school's complaints procedure.

In the first instance, any parent or carer with a concern about the implementation of the SEND policy should speak to their child's class teacher or the SENCO. If they wish to pursue a complaint, they should

contact the Headteacher and follow the school's complaints procedure. If the complainant remains concerned after following the complaints procedure, he or she may ask the Department for Education's School Complaints Unit to take up the matter.

Reviewing the Policy

This policy will be reviewed and agreed annually by the full Governing Body.

Signed: _____ **(Chair of Governors)** **Date:** _____