

Hardwicke Parochial Primary Academy
Diocese of Gloucester
Academies Trust

Special Educational Needs and Disabilities Policy

Status & Review Cycle;	Statutory and annual
Responsible group:	The Trust with LGB amendments to setting and ratification
Implementation date:	Autumn Term 2023
Next Review Date:	Autumn Term 2024

Aims of the policy:

Hardwicke Parochial Primary Academy values the contribution that every child and young person can make to the community and welcomes the diversity of culture, religion and intellectual style.

The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all its pupils. On entry to school all parents and pupils contribute to a 'profile' outlining aspects of character and personality that can impact on learning.

All children and young people with SEND are valued, respected and are equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The governing body, Head Teacher, SENCO and all other members of staff have important responsibilities.

Hardwicke Parochial Primary Academy also recognises that pupil performance and wellbeing are synonymous. Children cannot learn if they do not feel safe or if health problems create barriers to learning.

This policy should be read alongside the Safeguarding, Equal Opportunities and Medical Needs Policies.

Our policy and practice reflects the philosophy and fundamental principles found within the Special Educational Needs Code of Practice 2014, particularly section 6.1.

Provision to meet the needs of children and young people with SEND (Code of Practice 2014)

High quality first teaching is that which is differentiated and personalised to meet the needs of the majority of children and young people. Some children and young people need something additional to or different from what is provided for the majority of children; this is special educational provision and Hardwicke Parochial Primary Academy endeavours to ensure that provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

For children and young people with SEND it is important to know precisely where they are in their learning and development; to ensure decisions are informed by the insights of parents and those of children and young people themselves; to have high ambitions and to set stretching targets for them; to track their progress towards these goals; to keep under review the additional or different provision that is made for them; and to ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

The leadership team are responsible for establishing and maintaining a culture of high expectations: a culture that expects those working directly with children and young people with SEN to include them in all the opportunities available to other children and young people; to facilitate their participation; and to ensure that they achieve well.

Definition of SEND (Code of Practice 2014)

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age;
or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

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.

The Four areas of Special Need

Children's needs and requirements may fall into at least one of the four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed. The areas of need are:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

These areas of need are explained fully in the Code of Practice document 2014.

Children experiencing difficulties in any one or a combination of these areas may be entered on the school's Additional Needs list.

Children whose difficulties are solely due to the home language differing from the language in which she/he is taught are not identified as having SEND.

Children with SEND:

Pupils with SEND are encouraged from Reception age upwards to be involved in the educational process in a way appropriate to their age, maturity and ability. All staff strive to make children feel that they have a valuable contribution to make and that their views are welcome and taken into consideration.

Pupils are encouraged to give their opinions on their progress and suggest ways in which further progress may be helped. They are involved in setting targets to work towards in the next term which they feel are achievable yet challenging.

All pupils are made aware that they can speak to either their class teacher or to the SENCO privately and in confidence about any matters that concern them.

Following a risk assessment, children with SEND attend outings organised by the school, with appropriate adult support as necessary, unless the child's safety or the safety of others is at risk. As with all children in the school, the safety of the child is of paramount importance and must be taken into account. Reasonable adjustments will be made in order to include all children on the educational visit.

Roles and responsibilities in the provision of education for pupils with SEND in the school

“Special educational provision is underpinned by high quality teaching and is compromised by anything less.” Code of Practice 2014

The governing body:

- in co-operation with the head teacher, determines the school's general policy and approach to provision for children with SEND;
- establishes the appropriate staffing and funding arrangements;
- maintains a general oversight of the school's work;
- appoints an SEND governor to take a particular interest in and closely monitor the school's work on behalf of children with SEND);
- consults the Local Authority and the governing bodies of other schools, when it is necessary or desirable, in the interests of co-ordinated special educational provision in the area as a whole;
- review the SEND policy annually.
- publishes the SEND report (appendix 1) and policy on the school website and update annually
- ensure that a qualified teacher with an appropriate SENCO qualification is responsible for SEND provision from Early Years-Year 6.

The Head Teacher (Miss Sharon Cale):

- has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND;

- keeps the governing body fully informed of SEND matters in the school; • works closely with the SENCO in referring SEND pupils to specialist agencies.

The SENCO (Mrs. Jen Panton):

- must be a qualified teacher working at the school and must achieve the National Award in Special Educational Needs Coordination within 3 years of appointment.
- is part of the school leadership team.
- has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual children with SEND, including those who have Education and Health Care (EHC) plans.
- provides professional guidance to colleagues and will work closely with staff, parents and carers, and other agencies.
- is aware of the provision in the Local Offer and be able to work with professionals providing a support role to the family to ensure that children with SEND receive appropriate support and high quality teaching.
- is responsible for the induction and performance management of Teaching Assistants (TAs) who work with children with SEND and for monitoring their support.

The key responsibilities of the SENCO may include (from Code of Practice 2014):

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant designated teacher where a looked after pupil has SEND
- advising a on graduated approach to providing SEND Support
- advising on the deployment of the school's delegated budget and other resources to meet pupils" needs effectively
- liaising with parents of children with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the LA and LA support services
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned

- working with the head teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All Teaching Staff

High quality teaching is that which is differentiated and personalised to meet the needs of the majority of children and young people, referred to as Wave 1 of the graduated approach. Some children and young people need something additional to or different from what is provided for the majority of children; this is special educational provision. Teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Lessons should be planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. Potential areas of difficulty should be identified and addressed at the outset of work.

- are responsible for notifying the SENCO of any concerns they have of any children in their class, which may indicate a special educational need
- are responsible for teaching children with SEND in their class using appropriate strategies and materials
- in consultation with the SENCO draw up provision for pupils with SEND
- set appropriate targets for the children to work towards
- allow time and plan activities on a weekly basis for an individual child, or a group of children with the same identified needs, to work towards their targets
- maintain records to show the progress of children with SEND
- attend and/or contribute to meetings in respect of pupils in their care
- work with the SENCO to identify their own training needs with regard to SEND

Teaching Assistants

- support the delivery of Quality First Teaching as set out in the Learning and Teaching Policy and assist the class teacher in meeting the needs of all pupils, including those with SEND
- provide targeted support for children with SEND under the direction of the class teacher and SENCO
- develop positive working relationships with parents and professionals
- assist with the recording, monitoring and evaluation of pupils progress
- assist with the identification and effective provision of appropriate resources

- attend relevant meetings and undertake appropriate INSET training
- work alongside teaching staff and the SENCO in the preparation, implementation and review of provision.
- contribute to annual review meeting
- foster independence in learning and managing physical needs
- enable the pupil to access the whole curriculum as far as possible
- plan work programmes or differentiated tasks with the class teacher
- prepare material to assist pupil's learning
- keep accurate and concise records where appropriate

Admission Arrangements

The head teacher is responsible for the admission arrangements which accord with those laid down by the local authority. The school acknowledges in full its responsibility to admit pupils with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND. Parents of children who have an Education, Health and Care plan and young people who have an Education, Health and Care plan have a right to ask for a particular school or college to be named in the Plan and for a personal budget for their support.

Access to the curriculum

All children and young people are entitled to an education that enables them to:

- achieve their best;
- become confident individuals living fulfilling lives; and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

At Hardwicke Parochial Primary Academy all pupils with SEND are taught for all or most of the week with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age. All teaching and support staff strive to plan and teach with an awareness of the National Curriculum Inclusion Statement to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment

With advice and support from the SENCO, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and

skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or assessment process.

The school acknowledges that its practices make a difference. Because of this the school and teachers regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

It is school policy to provide small group work for children wherever beneficial at all phases of the ability spectrum.

Programmes of intervention offered are for a fixed length of time, so that all pupils generally have access to the full curriculum throughout the school year. Class teachers vary their timetable so that children do not repeatedly miss the same lessons over a long period of time.

Safeguarding pupils with SEN

There are identifiable groups of children who are at greater risk of harm than most young people. The 'Working Together to Safeguard Children (2018)' guidance sets out those at higher risk and encourages agencies to provide training for staff and provide early support and intervention for children and families affected.

The groups considered at greater risk include children who:

- are disabled and have specific additional needs
- have special educational needs
- are young carers
- show signs of engaging in anti-social or criminal behaviour
- live in challenging circumstances, for example, adults with issues around poor mental health, substance abuse or domestic violence.

Work by the NSPCC has identified other groups of children that need greater support, such as children living in poverty, those with parents who have learning difficulties and 'Looked After Children'.

All staff are trained in understanding the risk factors behind child abuse enables schools to target those children and families at greatest risk and ensure that monitoring processes are particularly robust for those pupils. An effective partnership between the SENCo in school, Designated Safeguarding Leads and pastoral lead teachers identifies children and siblings with the highest risks on intake to the school and over subsequent terms.

How pupils with SEND are identified and their needs determined and reviewed

Identification

The school aims to identify children with SEND as soon as possible after they arrive at the school, whether starting in Reception or moving from another school. At Hardwicke Parochial Primary Academy we assess each pupil's current skills and levels of attainment on entry. Children within the Early Years Foundation Stage are identified, using the outcomes of developmental assessments as outlined in the Early Years Foundation Stage (EYFS) to target early help to children experiencing developmental delay.

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they will be given extra support.

Adequate progress can include progress which:

- is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, will assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement about the additional support that is required to support the child.

Additional Educational Needs

Once a potential special educational need is identified, four types of action should be taken to put effective support in place. These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach; it draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

Assess

Before identifying a child as needing SEN support the class teacher, working with the SENCO, should establish a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, as well as information from the pupil's progress, attainment, and behaviour records. It should also draw on the individual's development in comparison to their

peers, the views and experience of parents, the child's own views and, if relevant, advice from external support services. Hardwicke Parochial Primary Academy will take seriously any concerns raised by a parent. These will be recorded and compared to the school assessment and information on how the pupil is developing.

This assessment will be regularly reviewed. This will help to ensure that support is matched to need, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where these professionals are not already working with school staff the SENCO will contact them, if the parents agree.

Plan

Where it is decided to provide a pupil with SEN Support, the parents will be notified. The teacher and the SENCO will agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. Records will be maintained in the form of a 'My Plan' or 'My Plan+', respective of needs.

All teachers and support staff who work with the child will be made aware of their needs, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system.

The triggers for intervention, in addition to and/or different to quality first teaching, based on the practitioner's or parent's/carer's concern about a child who despite receiving appropriate early education experiences and differentiated learning opportunities are that the pupil:

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- Continues working at levels significantly below those expected for children of a similar age in certain areas (an academic year behind)
- Presents persistent emotional and/or behavioural difficulties, which are not reduced by the behaviour management techniques usually employed in the setting
- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
- Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning

The support and intervention provided, known as wave 2 (group) or 3 (1:1) of the graduated approach, should be based on reliable evidence of effectiveness and be provided by staff with sufficient skills and knowledge. In all circumstances the child will continue to be taught all or most of the time in the classroom, supported through flexible grouping strategies and by taking part in possible intervention schemes, such as:

- Precision Teaching
- Language for Thinking
- Fine Motor Skills (e.g. Fizzy) Programme
- Achieving Speech & Language Targets (based on recommendations from Speech and Language Therapist advice)
- Feelings and Emotions Talking Groups
- Mentoring
- Time to Talk
- Reading, writing and Maths Booster Groups
- Write from the Start
- Numicon
- 100 words per minute (precision monitoring)
- Keyword Key-rings
- Additional Literacy Support (ALS)
- Handwriting
- Times Tables Flash Cards

Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they will still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support. There is an increased emphasis on differentiation of activities and materials within the classroom.

Review

The effectiveness of the support and the impact on the child's progress will be reviewed in line with the agreed date.

The impact of the support provided, along with the views of the pupil and their parents, should feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and pupil at regular Parents Evenings and Education, Health Care Plan Review meetings. Parents are encouraged to support the targets at home.

Outside Agencies

At any point specialist assessment and advice may be sought from external agencies e.g. the Advisory Teaching Service or Educational Psychologist. Their input will lead to more specifically - focussed provision. The pupil will continue to receive provision within the classroom for most of the time, with targeted adult support given when available by a teaching assistant. There will be an increasingly individualised programme for the child within the context of an inclusive curriculum. The pupil's classroom performance may be monitored more closely. He / she may continue to be withdrawn for tuition in a small group setting or 1:1 with a TA to work on an appropriate programme drawn up with advice from external professionals such as the Educational Psychologist.

The triggers for referral for seeking help from outside agencies could be that, despite receiving an individualised programme and/or concentrated support, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at a curriculum substantially below that expected of children of a similar age
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Education, Health, Care Plans

For a very few children, the support provided by the school with advice from outside agencies may not be enough to enable adequate progress and require funding beyond that which is allocated to the pupil, because the pupil's needs are so complex and cause substantial barriers to learning an application for an Education, Health, Care Plan would be made in consultation with parents and specialist external agencies.

The Local Authority (LA) will seek information about the child's learning difficulties and progress and the provision already being made from the school and external agencies. On the basis of all the information available, the LA will make a decision on whether a statutory assessment is necessary.

If a decision is taken to make a statutory assessment, the LA will seek parental, educational, medical and psychological advice, or advice from Social Care and other appropriate agencies. The views of the child must also be ascertained if possible. Following the assessment, the LA may decide to draw up an Education, Health Care Plan. The Education, Health Care Plan will detail all the child's special educational needs and the provision which the LA considers appropriate to meet the needs described. Objectives and arrangements for monitoring progress will also be included. The provision may include specialist teaching time or Teaching Assistant time, specialist equipment, or specialist support and advice for the teaching staff. The school aims to work closely with specialists involved in the support of children with Education, Health Care Plans and to make the most of additional resources provided.

Progress/My Plan Reviews

Progress reviews for all children with Special Educational Needs are held towards the middle of each term. A meeting is arranged between the class teacher and the parent (with contribution from support staff who work closely with the children) whereby the previous targets are reviewed and new targets maybe set. The review considers the following questions:

- What are the child's current levels of attainment?
- What progress has the child made towards meeting their targets?
- What are the parents/carers views of the child's progress
- What are the child's views of their progress?
- Is the current provision appropriate to the child's needs?
- What are the next steps in learning?
- Have there been any significant changes to the child's circumstances?
- Have there been any significant changes in the child's special educational needs?
- How will the child's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?

The SENCO will coordinate meetings for pupils who have a My Plan plus or EHCP. The parents and teaching staff will attend a meeting to share the new targets on the My Plan Plus and any concerns can be discussed and addressed accordingly.

Statutory Annual Reviews

For a child who has an Education, Health Care Plan of Special Educational Needs, the LA has a statutory duty to formally review his/her Education, Health Care Plan, at least annually. Annual Review Meetings are organised in school by the SENCO.

The following requirements apply to review:

- The child's parents, a representative of the school, a local authority SEN officer, a health service representative and a local authority social care representative must be invited and given at least two weeks' notice of the date of the meeting. Other individuals relevant to the review should also be invited.
- The school or other institution must seek advice and information about the child or young person prior to the meeting from all parties invited, and send any advice and information gathered to all those invited at least two weeks before the meeting.
- The meeting must focus on the child's progress towards achieving the outcomes specified in the EHC plan, and on what changes might need to be made to their support to help them achieve them, or to those outcomes. Children and parents should be supported to engage fully in the review meeting.
- The school must prepare and send a report of the meeting to everyone invited within two weeks of the meeting. The report must set out recommendations on any requirements required to the EHC plan, and should refer to any difference between the school's recommendations, and those of others attending the meeting.
- Within four weeks of the review meeting, the local authority must decide whether it proposed to keep the plan as it is, amend the plan, or cease to maintain the plan, and notify the child's parent and the school.

The review aims to:

- Assess the child's progress towards meeting the outcomes within the Education, Health Care Plan
- Review the educational progress made by the child
- Consider the effectiveness of the Education, Health Care Plan in light of the child's progress
- Set desirable outcomes for the coming year, or determine whether amendments to the Education, Health Care Plan are necessary

- Record information which the school and other professionals can use to plan provision and support for the child.

LA Review

- Within four weeks of the review meeting, the local authority must decide whether it proposed to keep the plan as it is, amend the plan, or cease to maintain the plan, and notify the child's parent and the school.
- If the plan needs to be amended, the local authority should start the process of amendment without delay.
- If the local authority decides not to amend the plan they must notify the parent of their right to appeal, the time limits for doing so and about disagreement resolution, mediation and parent partnership services.

Monitoring and Evaluating the Success of the Education Provided for Pupils with SEND

The school, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the governing body reports annually upon the quality of education provided for and the achievements of pupils with SEND. The school employs a series of methods to gather data for analysis including:

- regular observation of teaching by the Head teacher, Senior Leadership team, SENCO, and subject co-ordinators;
- analysis of tracking data and the attainment and achievement of different groups of pupils with SEND by the Senior Leadership team
- scrutiny of teachers' planning and pupils' work – carried out by the Curriculum Coordinator, subject co-ordinators and SENCO;
- the views of parents and the pupils;
- monitoring by the SEND governor;
- maintenance of assessment records;
- before and after programmes of intervention assessments;
- meetings between SENCO, class teachers, TAs and parents.
- pupil progress meetings
- outcomes of My Plan, My Plan+ and EHC reviews.

Based on the above, the school reports annually upon its successes and identifies aspects for future development.

Record Keeping

- Records are kept for each child including the nature of the difficulties, provision, involvement with external agencies, review records, progress and intervention logs, My Plan, My Plan+ and EHC documentation.
- All staff are responsible for maintaining and updating the records. The SENCO is responsible for overseeing and monitoring the record keeping system with regards to pupils with SEND.
- Arrangements for dealing with Complaints from Parents
- Parents are invited to discuss problems with the Head teacher in the first instance. The next steps are outlined in the Complaints Procedure.

Partnerships with Parents

Hardwicke Parochial Primary Academy actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. With reference to the SEND Code of Practice the school:

- Involves the parent/carer, wherever appropriate, in decision making regarding the methods by which their child's individual needs will be met
- Invites the parent/carer to attend meetings about their child
- Encourages the parent/carer to be actively involved in working with their child and supporting learning in the home
- Encourages the parent/carer to comment upon their child's provision
- Ensures that the parent/carer is aware of their rights to appeal regarding aspects of child's SEND provision
- Aims to further develop the parent/carers confidence in the provision made for their child's special educational needs.

The SENCO holds details of the service available to all parents of children with SEND, provided by Gloucestershire Parents in Partnership Service and a link is provided on the school website. Parents are encouraged to make use of the services of "Partnership with Parents" which include consultations regarding possible solutions to disagreements or difficult situations, home visits, help with form filling and attending meetings with parents.

Training and Partnerships

Arrangements for In-Service Training

- All staff teaching, supporting and working with children with SEND are encouraged to attend appropriate training sessions.

- The SENCO attends training days, meetings and conferences on relevant SEND matters which are organised by the LA and other bodies.
- The SENCO, Head Teacher, Teachers and Teaching Assistants report back to staff on training received and the SENCO ensures that staff are updated on SEND matters and changes to policy, etc.
- The SENCO holds regular meetings with new and existing teachers and TAs to discuss school SEND policy and practice, and explain the system of record keeping etc.
- Teaching Assistants and non-teaching staff are encouraged to attend training to increase their role effectiveness. Relevant training will be drawn to their attention by the SENCO or Head teacher. Where their role requires specialist training, this will be provided.

Specialist Services

The school has links with various services and is able to request appropriate advice and support for difficulties of various types when needed, some of which are traded services.

Educational Psychology Service (Traded service)

The school is able to make referrals to the Educational Psychology Service. The Educational Psychologist may offer a joint problem-solving meeting or may visit to observe and assess children who have severe or multiple difficulties. They will advise on matters such as Statutory Assessment or may recommend referring children on to other specialist support services where specific difficulties are diagnosed.

Advisory Teaching Service

The Advisory Teaching Service may be involved when children are referred to any of their specialist teams for difficulties in the areas of Cognition and Learning/Behaviour, Emotional and Social/Children with Physical Disability; Communication and Interaction; Hearing Impairment; Visual Impairment. Advisory Teachers are able to support the child and school with, for example, specialist assessments, advice and guidance, loan of resources.

Primary Behaviour Support Team (Traded Service)

When little progress is made with behaviour problems which are adversely affecting the learning of the child or other children, a pupil may be referred to the Primary Behaviour Support Team. In some circumstances, a member of the team will be able to visit the school and work with the pupil and staff in an effort to bring about an improvement in the situation.

Child Health Services

The Child Health Services provide a school nurse to attend the school from time to time. The nurse can also refer a child to the school doctor for further help.

Speech and Language Therapy Service

Upon referral, a Speech and Language Therapist will assess the child and if the Service's criteria are met, will provide speech therapy and language sessions either out of school in the clinic, or at the school during the school day.

Attendance problems

In some instances, poor attendance at school may contribute towards poor progress. The school employs a member of the admin team who monitors attendance and lateness and the reasons given. See attendance policy.

Early Help Offer

If a child or family have needs at home which are not specifically educational, a 'My Plan' can be put in place to support the family. Support for the family can be arranged via the Lead Professional (Heather Gregory, Marie Harris or Rebekah Smith). Other agencies can be involved to formulate the plan such as; the school nurse, the early help advisor, health visitor or family support workers, with the consent of the parents.

Transitions

The school receives children from special schools when applications are received for children to attend a mainstream school, as special school provision is no longer appropriate.

There is usually a transition time during which the pupil visits the school for increasingly long periods of time and on a more regular basis until he/she is ready for full integration. The staff of both schools or centres are in regular contact and the SENCO of the school from which the child is moving may continue to visit and assess progress for a period of time afterwards to ensure a smooth transition.

When the school is unable to meet the needs of a pupil with an Education, Health Care Plan, it may on very rare occasions be necessary for a child to move from the school to a special school. This will be done on the advice of the Educational Psychologist /Advisory Teaching Service and the agreement of the LA. To make this change as easy as possible, we encourage visits to the new school beforehand and the SENCO or TA is available to visit with the child (and parent where possible).

The school receives records for all new children from pre-schools and previous schools attended. These are examined by the class teacher and SENCO to identify any children who have special needs or may require some additional support.

For children moving to another school, records including SEND records are sent to the new school as soon as possible.

The SENCOs of receiving secondary schools are invited to attend the final annual review meeting of children with Education, Health, Care Plans at the school. This gives an opportunity for the child and parent to meet the new SENCO and for the Secondary SENCO to gain first hand information about the child.

Transitions between Key Stages are given further focus at review meetings in Year 1 and Year 5 to ensure the pupil has as smooth a transition as possible. Additional strategies are implemented based on needs of the pupils.

Safeguarding must be a priority for all those who support children with SEND. Any concerns regarding the safety or wellbeing of any child with SEND must be immediately reported through the schools referral process to the DCPO (see Safeguarding Policy)

Appendix I

SEN information report

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information)

Regulations and reflects the information required for the local offer:

- identifying children and young people with SEN and assessing their needs;
- assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review;
- supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society;
- adaptations to curriculum, teaching and the learning environment and access to ancillary aids and assistive technology;

- securing expertise among teachers, lecturers or other professionals to support children and young people with SEN;
- assessing and evaluating the effectiveness of the provision they make for children and young people with SEN;
- enabling children and young people with SEN to have access to facilities and extracurricular activity available to all children in the setting;
- supporting and improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

The above should include arrangements for supporting children who are looked after by the local authority and have SEN.