



Sheet Primary School
Making a difference for every child

SP25: SEND Policy

Owning Committee: Curriculum

Owning Governor: Mrs Emily Lack

Owning School Rep: Mrs Julie Robinson / Mrs Maddy Child

Date of Approval: November 2022

Date of Next Review: November 2023

Aim of Document:

The Sheet Primary School Governing Body expects that all staff adhere to this policy to ensure a consistent approach to raising standards. The Governing Body expects the SEND policy to support achievement for all children.

In Event of Concern / Questions: Contact the owning Governor; contact details available through school administrator.

How does this document help the children?

- Pupils will have knowledge, understanding and skills that will enable them to fulfil their intellectual and personal potential, make informed choices and prepare them for the future.
- It reflects the ethos of the school which enables children to become confident, resourceful and independent learners.

Monitoring Plan for Policy: This statement will be monitored through governor monitoring visits.

Version	Update details	Date of approval
V8	Annual update	May 2020
V9	Annual update	Nov 2021
V10	Annual update	November 2022

Reference to statutory legislation

This guidance complies with the statutory duty described in Special Educational Needs (information) Regulations (Clause 64) and takes account of:

- SEND Code of Practice (in relation to SEN provisions of the SEN and Disability Act 2015)
- Equality Act 2010
- Children and Families Act 2014
- Hampshire Guidelines
- Ofsted Section 5 Inspection Framework 2014
- Ofsted SEN Review 2010 ‘A Statement is not Enough’

Links to relevant school policies

Teaching & Learning Policy

Equality Policy

Accessibility Policy and Access Plan

Monitoring & Assessment Policy

Behaviour Policy

Admissions Policy

Children with Medical Conditions Policy

Sheet Primary School SEND Information Report & Hampshire Local Offer (on school website)

Definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 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 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 or mainstream post-16 institutions.

The Code of Practice, 2014 identifies four broad categories of need.

1) Communication and Interaction

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

2) Cognition and Learning

- MLD (Moderate Learning Difficulty)
- SLD (Severe Learning Difficulty)
- PMLD (Profound and Multiple Learning Difficulties)
- SpLD (Specific Learning Difficulty e.g. Dyslexia, Dyscalculia, Dyspraxia)

3) Social, Emotional and Mental Health Difficulties

- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit and Hyperactivity Disorder)
- Attachment Disorder
- Anxiety, Depression and other mental health conditions

4) Sensory and/or Physical Needs

- Vision Impairment
- Hearing Impairment
- Multi-sensory Impairment
- Physical Disability

Our Whole School Response to SEND:

- We aim to meet the needs of all our pupils ensuring that all pupils have equal access to the whole school curriculum.
- To use pupil data both qualitatively and quantitatively to make sure all pupils make good progress.
- Teaching staff will make their teaching accessible and appropriate for all pupils in their class.
- To be accessible to parents and carers for advice and support in school.
- To plan interventions carefully which are matched to children's needs.
- To implement Education, Health and Care Plans/Statements.
- To maintain a school environment which is positive, with staff being able to respond flexibly to meet unpredicted needs.
- To ensure that school buildings and grounds are accessible for disabled pupils.
- To monitor and assess action plans for SEND.

- To ensure smooth transition from nursery settings, within the school and when moving on to secondary school or other settings.
- Create a climate in which self-esteem and confidence can grow.
- Maintain a climate where well-being is of utmost importance.
- Acknowledge and identify certain factors that, while not constituting SEND may have an impact on the progress and attainment of certain children. These include attendance and punctuality, health and welfare, children with English as an Additional Language (EAL), Pupil Premium, Looked After Children and Service Children.

Admission and Inclusion

The Governing Body believes that the admissions criteria should not discriminate against pupils with special educational needs or disabilities and has due regard for the practice advocated in the SEND Code of Practice 0-25 (2014) 3.65.

Specific Responsibilities:

The Class teacher

- The class teacher is responsible for monitoring the progress of children and identifying, planning and delivering any additional help a child may need and will keep the INCo informed.
- The class teacher works to the SEND Code of Practice 2014 and the school SEND policy.
- The class teacher remains responsible for working with the child individually or as part of a small group or class on a daily basis.
- Where interventions (group or 1:1) are away from the main class, the class teacher retains responsibility for the pupil.
- Teachers work closely with Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The INCo supports the class teacher in further assessment of the child's particular strengths or weaknesses, in problem solving and advising on the effective implementation of support.
- The class teacher writes individual education plans (IEPs) for children identified as SEND Additional Support or who have an Education Health and Care Plan (EHCP), as appropriate, in conjunction with the Inclusion Leader. The class teacher and Inclusion Leader review these each term and share copies with parents.

The Inclusion Leader – Mrs Child

- Mrs Child is an experienced and qualified teacher and has achieved the National Award of SENCo as well as two postgraduate diplomas, one in *Children's Literacy Difficulties: Dyslexia* and the second in *Advanced Educational Practice in Primary Schools*.
- The INCo has an important role to play, together with the Headteacher and governing body, in determining the strategic development of the SEND policy and provision in the school.
- The INCo has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those with Education Health and Care plans.
- The INCo advises staff on the graduated approach to providing SEND Additional Support.
- The INCo advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- The INCo liaises with parents of pupils with SEND and facilitates meetings with other staff and external professionals including: early years providers, other schools, educational psychologists, health and social care professionals (including speech and language therapists), and independent or voluntary bodies.
- The INCo is a key point of contact with external agencies, especially the local authority and its support services.
- The INCo liaises with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- The INCo works with the Headteacher and governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- The INCo ensures that the school keeps the records of all pupils with SEND up to date.
- The INCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The INCo is aware of the provision in the Local Offer and be able to work with professionals providing a supporting role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The Headteacher – Mrs Julie Robinson

- The Headteacher is responsible for the day to day management of all aspects of the school.
- The Headteacher gives responsibility to the INCo and class teachers but retains overall responsibility for ensuring that children's needs are met.

- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor – Mrs Emily Lack

Responsibilities:

- The SEND Governor endeavours to confirm that pupils with SEND get the help they need to access the curriculum and participate fully in the life of the school.
- The SEND Governor is the link between the governing body and the school in relation to pupils with SEND.
- The SEND Governor helps raise awareness of SEND issues at Governing Body meetings and gives up-to-date information on SEND provision within the school.
- The SEND Governor helps review the school's policy on provision for pupils with SEND and ensures that parents have confidence in this provision.

Learning Support Assistants

- Support the child within a small group or individually ensuring they have the correct resources to access the curriculum.
- Attend relevant training.
- Make contributions to and attend annual reviews and inform Individual Education Plans.
- Keep intervention documentation up-to-date at all times, by providing a clear record of intervention delivered.
- Feedback to class teacher after lessons on the progress of groups or individuals allowing adjustments to be made to planning if necessary.

We follow a graduated approach to children's needs, as described in the SEND Code of Practice 2014.

Assess:

Class teachers working with INCo should:

- carry out a clear analysis of the pupil's needs.
- draw on individual's development in comparison to their peers and national data, views and experience of parents, pupil and any external support services.
 - take seriously any concerns raised by a parent.
 - review regularly to ensure support and intervention are matched to need, barriers to learning identified and overcome, clear picture of interventions and their effect developed.

Plan:

- The class teacher and the INCo should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour.
- All teachers and support staff made aware, outcomes sought, support provided and recorded.
- Support selected to meet the outcomes.

Do:

- Class teacher should remain responsible for working with the child on a daily basis.
- Where interventions (group or 1:1) are away from main class they should still retain responsibility for the pupil.
- Teachers work closely with LSAs or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- INCo should support the class teacher in further assessment of the child's particular strengths or weaknesses, in problem solving and advising on the effective implementation of support.

Review:

- The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed by the agreed date.

- The impact and quality of the support and intervention should be evaluated, along with the views of the pupil and their parents.
- This feeds back into analysis of pupil's needs.
- The teacher, working with the SENCo, should revise the support in light of the pupil's progress and development deciding on any changes to the support and outcomes in consultation with the parent and pupil.
- Where a pupil has an Education, Health and Care Plan (EHCP) the Local Authority must review that plan as a minimum every 12 months. Sheet Primary School will co-operate in that process and review. Reviews are held using a person centered approach.

Day to Day Provision for pupils with SEND:

All teachers are responsible for every child in their care.

Quality First Teaching – the class teacher plans for and teaches all children in the class and has the highest possible expectations for each child. The teacher will use differentiated planning, including different strategies and learning styles and resources to ensure the needs of all children are met. The teacher assesses and monitors each child's learning to identify any gaps in understanding or learning which may require additional support. We have an inclusive policy and, where appropriate, special arrangements are made to ensure that all children have access to the full curriculum, including physical activities and school trips.

Intervention work – this may be small group work either inside or outside the classroom and may be delivered by a teaching assistant. This will be under the direction of the INCo and class teacher. The purpose of this would be to provide extra support to help children make the best possible progress and fill gaps in understanding or learning. This may be a short term programme and will be reviewed regularly by the teacher. Longer term or more individualised and specialist interventions may be planned and delivered by specially trained staff.

Support from specialist outside professions – for example Speech and Language Therapist, ASD Outreach Team or Sensory Service (for pupils with visual or hearing impairment), Educational Psychologist, Primary Mental Health Worker, Occupational Therapist. These services are for pupils who have been identified by the class teacher/INCo, parents, GP as needing some extra specialist support.

Specific Individual Support – will be for children with severe, complex and ongoing difficulties. These children may require an Education Health and Care Plan. Their specific needs cannot be met through

Quality First Teaching or intervention support and they may need additional support from the outside professionals such as the school nurse or physiotherapy service.

If it is felt that a child requires Specific Individual Support then the school (or parents) can apply to the Local Authority for a **Needs Assessment**. The request would go to a panel to decide whether they think the child's needs are severe enough to require a Needs Assessment. If so, a panel of experts will decide whether or not to write an Education Health and Care Plan for the child. This is a legal process.

Pupil Premium or Looked After Children with SEND – in addition to their Special Educational Needs being addressed as set out in this report, these children will receive additional support which will be highly individualised to meet their needs and funded by Pupil Premium.

Staff Training

- The INCo attends regular cluster meetings to update and revise developments in the area of SEND and Inclusion.
- In-service training is supplied by the INCo or outside professionals.
- Individual teachers and LSAs are encouraged to attend training courses and visit other settings to extend professional development, skills and knowledge.

Working with Parents

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about any special educational needs their children may have in accordance with the recommendations outlined in the Code of Practice.

A link is provided on our school website:

<http://www.sheetprimaryschool.co.uk> to the Local Authority Local Offer where information can be found concerning all available services in Hampshire and surrounding counties for children with SEND. This is found under “schools information” as well as our Special Educational Needs and Disability Report.

Pupil Participation

The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Individual Education Plans at an age appropriate level. Steps will be taken to involve pupils in decisions which are taken regarding their education.

M Child, INCo, November 2022

Mrs Emily Lack, SEND Governor

Mrs Julie Robinson, Headteacher