



Special Educational Needs and Disability (SEND) Policy

SEND Director for Acorn Education Trust and SENCO for Heytesbury Primary School: Sue Fulbrook
(holding National Award for SEN Coordination)

Headteacher: Carole Godfrey

SEND Named Governor: Sarah Davis

Date ratified by Academy Council: February 2019

Next review date: February 2022

Heytesbury C of E VA Primary School SEND Policy

This policy complies with:

- The SEND Code of Practice published January 2015
- The Equality Act 2010
- The Statutory Guidance on supporting pupils with medical conditions 2014
- The school's safeguarding policy
- The school's accessibility policy

This policy was created by Sue Fulbrook (SENCo) in liaison with the headteacher and Academy Council. All staff and parents are given an opportunity to comment on the policy and it is amended accordingly.

DEFINITION OF SEND

In the SEND Code of Practice 2015: 0-25, the description of SEN is as below:

xiii. 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 him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if 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 or mainstream post-16 institutions*

DoE and DoH, January 2015

In the Equality Act 2010, a "disability" is defined as "a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities."

POLICY OBJECTIVES

Heytesbury Primary School aims to be a wholly inclusive school. We make provision for pupils with Special Educational Needs and Disabilities (SEND) in order that every child can access the curriculum so they can leave school equipped with basic skills and ready to make an effective transition to secondary school. Every teacher at Heytesbury Primary School is a teacher of children and young people with SEND.

AIMS

Heytesbury Primary School has the following principles in its approach to SEND:

- Special Educational Needs are the responsibility **of all staff** under the guidance of the SEN Co-ordinator (SENCo).
- Our aim is to narrow the gap between the progress of pupils with SEND and their peers and support the emotional and social development of each child. We aspire to prepare each child with SEND for the next phase of their education.
- In the interests of inclusion, the School Policy recognises it to be socially, educationally and emotionally appropriate for pupils with Special Educational Needs to be educated alongside their peers, where appropriate. Whilst needs are generally best met by integration of all pupils into mainstream classes (with suitable support wherever possible) occasional withdrawal may be appropriate for some pupils, whether or not the students have a statement of SEND or an Education, Health and Care Plan (EHCP).
- The school strives to allow all pupils the possibility to meet their desired outcomes in terms of education. It does not simply focus on hours of support, but more in terms of how a child can meet their personalised objectives.
- At all stages, parents/carers, pupils and teachers will strive to work in partnership; this being the cornerstone of the assessment, planning, delivery and review of the SEND procedures.
- The responsibility for overseeing and co-ordinating the Policy lies with the SENCo and Senior Leadership Team (SLT). Its day to day delivery is the responsibility of **every member of staff** to deliver high quality-first teaching which will be informed and supported by the SENCo .
- The school will pay due consideration to the Children and Families Act of 2014 and the Equality Act of 2010 in carrying out its duties towards students and their families.
- The school is wholeheartedly committed to raising aspirations for pupils with SEND. We believe that staff, parents/carers and the pupils themselves should have high expectations.

This policy will be reviewed every three years by the Academy Council and reflects the practice of the Wiltshire Local Authority. Heytesbury Primary School is a part of the Wiltshire Local Offer which can be viewed in more detail on the website below.

<https://www.wiltshirelocaloffer.org.uk/>

ADMISSION ARRANGEMENTS

The school follows the Wiltshire Local Authority procedure regarding admissions.

Admission to the school will not be barred on the grounds of race, gender, ethnicity, language, nationality, ability or any other reason that cannot be shown to be justifiable. Every reasonable effort will be made to meet these needs in accordance with the Equality Act 2010.

The school will maintain close links with its partnership secondary school in order to allow for high levels of awareness of pupils' Special Educational Needs and assess what provision can be made to meet their needs at transition. The school benefits from an onsite nursery (separate establishment) allowing for ease of transition to nursery and reception classes.

There is disabled access to most of the school, however there are a small number of steps in places to access outside areas.

ACCESS TO THE CURRICULUM

All pupils at Heytesbury Primary School are entitled to equal access to the full curriculum. Pupils are monitored regularly and teachers make every effort to ensure that barriers to learning are removed in the classroom. At any stage in his or her school career a pupil may be identified through the school's procedures as having a Special Educational Need.

Pupils should have opportunities to achieve their potential. Teachers should ensure they are aware of pupils who have been identified as having SEND and be proactive in supporting them.

All planning is differentiated to reflect pupils' differing educational needs.

Arrangements to accommodate pupils with physical, sensory or motor disabilities are made on an individual basis. Special Needs provision at Heytesbury Primary School is constantly reviewed to reflect the learning needs of our pupils and a variety of provision strategies are used. These are covered in more detail in our school's SEND Information Report published on our website.

PROCESS and PROCEDURES

The school has processes and procedures for:

Identifying Special Educational Needs

The school uses the four broad areas of need as outlined in the 2015 Code of Practice in order to assist in the identification of SEND. Those are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Physical and sensory

Other reasons for lack of progress or lower attainment

Sometimes there may be different reasons for lower attainment that are not SEND. These may include attendance and punctuality, health and welfare, English as an Additional Language, pupil premium provision, being a looked-after child or a child of a service family. Heytesbury Primary School has alternative systems in place to monitor pupils that may fall into these categories.

Identifying behaviour as a need is no longer an acceptable way of describing SEN. Any concerns relating to a child's behaviour are described as an underlying response to a need which we make our best endeavours to identify and cater for.

A graduated approach

At Heytesbury Primary School we operate a graduated approach to intervention in order to meet the needs of students with SEND. This is outlined below.

Plan, assess, do, review

In line with the 2015 Code of Practice, once we have identified a child as possibly having SEND, we plan further assessments to ensure that we have as much information as possible about the child's needs. If the pupil needs to go onto the SEN Support level, we then plan the intervention that we consider necessary in order to support the pupil in making progress towards outcomes. Regular reviews are carried out with the student and parents are contacted for their views. Pupils with an EHC Plan will always have at least one formal annual review. Thenceforth, progress is monitored via the cycle of plan, assess, do, review. Each pupil identified as requiring SEN Support has a "Passport" which notes assessment, provision, targets and reviews. This document shows a pupil's journey as they progress through the school.

Teaching and Training

The Code of Practice for SEND 2015 states that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching; therefore this is always Heytesbury Primary School's priority. We have robust systems for monitoring teaching and learning in the classroom. At least three times per academic year, Pupil Progress Meetings are carried out. These allow class teachers, the Headteacher and the SENCo to discuss each pupil in detail whether they do or do not have SEND.

Teachers are given opportunities for training in SEND as part of the whole-school and Multi-Academy Trust Continuing Professional Development (CPD) programme.

Training is provided for all TAs new to the school, with additional support being made available for all new staff including NQTs. Individual staff training needs are identified through the annual appraisal meetings. The SENCo attends the LA annual conference.

Assessments

Sometimes, it is necessary to elicit support from an outside agency or other professionals to undertake further assessment of need or for specialist input. The school currently uses the Wiltshire DART for most referrals though some agencies require alternative paperwork. Most referrals are completed electronically. We always seek parent/carer consent for a referral to an outside agency except in the case of a safeguarding concern where a child may be put at risk. Heytesbury Primary School currently works alongside an Educational Psychologist, Wiltshire LA's SEND team including SEND Lead Workers and Specialist SEN Service (SSENS), the Education Welfare Service, Speech and Language Therapy (SaLT), the Child and Adolescent Mental Health Service (CAMHS), Occupational Therapy (OT), Learning Disability nurses and Virtual Schools where appropriate.

Monitoring and Evaluating SEND

Following each data haul, the progress of children with SEND is formally monitored and evaluated. Further action is applied as necessary. All children who are part of a booster group or intervention are tracked to ensure that the programme is having impact on their learning. Regular discussions take place between staff to ensure that this is an ongoing process.

The SEN Register

The responsibility for maintaining and updating the SEN register lies with the SENCo.

Children are placed onto the SEN Register at SEN Support level when they require longer term intervention which is additional to and different from the usual differentiated practice within the classroom. Children at SEN Support level are all monitored via the SEN Passport. Class teachers discuss progress and targets within the Passport with parents and carers at least three times per year.

Provision

For details of provision offered at Heytesbury Primary School, please talk to the SENCo, Headteacher or individual class teacher.

Physical intervention

Safety for all stakeholders at the school is our highest priority at all times. On very rare occasions, it is necessary to use a physical intervention in order to ensure that children and staff are kept safe. We believe that all children have the right to be treated with dignity and respect regardless of the challenging nature of the behaviour which may be displayed. Physical intervention is always a last resort when all other strategies have failed. Heytesbury Primary School follows the guidance set out in the *Guidance for Safer Working Practice for Adults working with Children and Young People* published by Wiltshire Council. Any physical intervention is recorded in the "red book" and reported to Wiltshire Council.

Sometimes a risk assessment or positive handling plan may be drawn up where physical intervention is deemed to be a positive part of managing a child's behaviour.

RESOURCE ALLOCATION

The school has a notional SEND budget which is used to fund much of the provision and intervention work including the staffing that is offered at Heytesbury Primary School. Where it is not possible to meet need within these budgetary constraints, we may decide to apply for an EHCP for a child. We receive some top-up funding on a case-by-case basis and this is used where students require more support than is funded through the school SEND budget. Within the new Code of Practice, there is the right to a personal budget for some students with EHC Plans. Heytesbury Primary School will seek Local Authority guidance on this for individual cases.

The School, where necessary, refers to the Wiltshire Graduated Response to SEND Support when determining levels of support for individual pupils. The School also uses the Wiltshire My Support Plan where indicated.

SUPPORTING PUPILS AND FAMILIES

Exam Access Arrangements

Access arrangements for external examinations reflect the arrangements for tests and assessments normally used in classroom settings. Pupils must satisfy examination board criteria.

Liaison with parents/carers, agencies and other schools

Heytesbury Primary School is committed to the establishment and maintenance of close links with parents, guardians and outside agencies.

Child Protection

The Designated Safe-guarding Lead is Carole Godfrey (Headteacher). Should she be unavailable, the Deputy Safe-guarding Lead is Caroline Bourne (Senior teacher).

Pupil Premium

The member of staff responsible is Carole Godfrey.

STORING AND MANAGING INFORMATION

Information related to a child's SEND is stored electronically and has restricted access. The school complies with GDPR.

EVALUATION AND REVIEW OF POLICY

The policy is reviewed every three years. The SEND Information Report is published on our website and is a review of our current practice in the school. This is updated annually.

COMPLAINTS PROCEDURE

The day to day implementation of the school's SEND Policy is the responsibility of the SENCo and Senior Leadership Team (SLT).

Where a complaint cannot be resolved by the SENCo or SLT route, it should be directed to the Academy Council. Any complaint directed to Academy Council, relating to the provision made for pupils with SEND will be dealt with, in the first instance, by the Governor responsible for SEND. If the complainant is then not satisfied, the matter will be referred to the full Academy Council.

Any alleged failure of statutory requirements must be referred, via the SEND Governor, to the Chair of Academy Council, who may need to advise the full Academy Council at their next meeting, or earlier, as appropriate. Policy implications should be recorded and passed to the SEND Governor for consideration at the next Annual Review Committee of the Governors.

For a copy of the complaints procedure please see the school website.