



## Hartest CE Primary School

### Special Education Needs and Disability (SEND) Policy



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Approved by the Committee/Governing body	<i>LGB – Hartest CE Primary School</i>	
Signature of Chair of Governors		
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# Special Educational Needs and Disability (SEND) Policy

## 1. PURPOSE

This SEND policy is written to comply with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and Equality Act 2010.

### **SEND specific responsibilities at Hartest**

<b>Head Teacher:</b>	Mrs A Woolmer
<b>Special Educational Needs</b>	Mrs K Temple-Nidd
<b>Co-Ordinator (SENDCo)</b>	
<b>Governor responsible for SEND:</b>	Mrs Anna Laflin
<b>Contact Details</b>	01284 830343 <a href="mailto:admin@hartest.suffolk.sch.uk">admin@hartest.suffolk.sch.uk</a>

## 2. SCOPE

At Hartest CE Primary School every member of the school community is valued and respected. Within our safe, stimulating and inclusive learning environment we acknowledge and celebrate that all children are 'the same and are different,' particularly in their life experiences and physical, learning, sensory and emotional stages of development. We aim for every child to be able to access our broad, balanced and creative curriculum and to participate in every aspect of school life in order to achieve and be successful.

This does not mean that we treat all children the same, as we will respond to the needs of each child on an individual basis providing each child with support and challenge according to their needs and experiences. Every teacher is a teacher of children with special educational needs and together with all our support staff, are committed to ensuring that every child is safe and is able to learn with confidence and achieve their full potential.

## 3. AIMS

We have high expectations of all our pupils and the highest aspirations for their future lives; those with SEND and those without.

We aim to support and challenge children with Special Educational Needs to aspire, achieve and attain their full potential and / or national age appropriate expectations.

## 4. OBJECTIVES

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND

- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

## 5. EQUAL OPPORTUNITIES AND INCLUSION

At Hartest we believe that all members of the school should be treated with respect. Through all subjects and wider school experiences we ensure that the school meets the needs of all, by taking account of gender, age, religion, ethnicity, culture, language, sexual orientation, age, ability, disability and social circumstances. It is important that we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for their life within a multi-cultural society.

We respect the fact that children:-

- Have different educational, emotional and behavioural needs and aspirations;
- Require different challenges and strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

## 6. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

*“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.*

*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.”*

*(Extract: 2014 SEND Code of Practice: Introduction xiii and xiv)*

The 2014 SEND Code of Practice describes four broad categories of need:

- Communication and Interaction (eg; autistic spectrum and language disorders)
- Cognition and Learning (eg; dyslexia, dyspraxia, dyscalculia, global developmental delay)
- Social, Mental and Emotional Health ( eg; AD(H)D, attachment disorders, emotional difficulties, mental health difficulties)
- Sensory/Physical (eg; Hearing impaired)

These four categories provide an overview of the range of needs that must be planned for. At Hartest we do not ‘fit’ a child to a category; we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child. This supports our ethos of ‘Inspiring – Nurturing – Caring’.

There are several other factors which may impact on progress and attainment including:-

- Medical Needs (eg; Epilepsy, bowel disorders and diabetes)
- Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty for all schools provided under current disability equality legislation but this alone does not constitute SEN)
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium
- Being a looked-after child
- Being a child of service personnel
- Family breakdown

These factors do not automatically mean that a child will have SEND. If these are identified as having an impact on a child's progress and attainment the child and family will be supported by relevant professionals, for example Education Welfare Officer. Under the SEND Code of Practice 2014, disruptive behaviour is no longer acceptable criteria of identifying SEND. Concerns about a child's behaviour will be investigated and assessed as a possible response to an underlying special educational need.

We recognise that a special educational need can develop and / or change over time.

Children with SEND are identified by one of three assessment routes all of which are part of the approach to monitoring progress of all pupils:

- The progress of every child is monitored every half term and discussed in depth at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENDCo and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by 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
- Parents/carers sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. We will share with the parent/carer what we find and agree with them what we will do next. Often, the concern can be addressed by Quality First Teaching and / or some parental support.

The SENDCo is also able to carry out a range of standardised assessments which can add to and inform teachers' own understanding and assessments of a child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD, ADHD or some other disability.

## 7. A GRADUATED APPROACH TO SUPPORTING SEND

### Pupil Passport (Individual Education Plan)

At Hartest, any pupil giving some cause for concern will be supported and monitored at a **School Aware Stage** through Quality First Teaching. For the majority of pupils this may only be required for a few terms. For a minority of pupils this may progress to a **School Based Level** of support and inclusion on the SEND Register.

A Pupil Passport is a child-centred personal profile which the child directly contributes to. It outlines the child's areas of strength, areas of difficulty, what helps the child to learn and short term targets to success. This is therefore viewed by all children as a 'passport to success.' The class teacher is responsible for writing the Pupil Passport and will work directly with parents / carers, the pupil and in consultation with the SENDCo. Targets will be set and reviewed each term in consultation with the child and the parents/carers. The provision for a pupil will closely match the targets set on the Pupil Passport. Provision may change as targets are reviewed to reflect what the most appropriate form of support is at that time.

### Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEND and disabilities are entitled to be taught by their teacher, not always by a learning support assistant. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional learning support assistant time to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child. Targets for children at School Aware Stage are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENDCo who monitors overall progress after the intervention.

- Interventions are planned in 4-6 week blocks
- At the end of each block, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENDCo monitors interventions to identify 'what works'.

At Hartest CE Primary School each teacher is responsible and accountable for the progress and development of their pupils including those who access support from learning support assistants or specialist staff.

We use a graduated approach to SEND support. At whatever level of support a child is receiving the school applies an 'Assess – Plan – Do – Review' cycle to ensure that provision remains effective and appropriate. Many children will have their additional needs met through First Quality Teaching which involves targeted classroom teaching. Quality First Teaching is where:

- the teacher has the highest expectations for all pupils
- teaching is carefully planned so the child is able to confidently build on their existing skills and understanding to accelerate their progress
- different teaching strategies are used to enable the child to be fully involved in learning
- specific strategies (possibly suggested by the SENDCo or external professional) are put into place to support the child's learning

At various times during the school year, some children may take part in specific group work with a smaller group of children. Such group sessions address specific gaps that have been identified in a child's learning. The progress of the children in these groups is closely monitored to ensure good progress within a specified time period. These groups may:

- take place in the classroom or outside the classroom
- be led by a teacher or learning support assistant who has received training to support the pupils' needs. Sometimes these may be led by an approved outside agency~ with a parent/carer's permission
- involve one to one support. This support may provide:
  - A specialist package (for example a programme devised by a speech therapist, occupational therapist, physiotherapist)
  - Support with medical/physical needs
  - Individual teaching programmes to improve literacy or maths skills
  - Access to certain parts of the curriculum
  - Support to manage social situations and emotional needs

The Code of Practice recommends that pupils should only be identified as having a SEND if they do not make adequate progress once they have had all the interventions and adjustments that make up good quality personalised teaching. It is at this stage that the child's name will be officially added to the school's SEND register and support for their SEND will continue at a **School Based Stage** for SEND.

## 8. EXITING THE SEND REGISTER

Following appropriately planned intervention, we expect most pupils to make accelerated progress which will allow them to confidently work at a similar level to their year group peers. Their progress and level of need will be discussed in full at a review meeting with the pupils and parents / carers. The reasons to remove the pupil from the SEND register will be discussed in full and everyone's views recorded. Should all present agree and in consultation with the SENDCo, the pupil will be removed from the SEND register. To support the pupil during this transition, he / she will remain at a School Aware level for 1-2 terms or until teacher assessments confirm that their progress is being maintained.

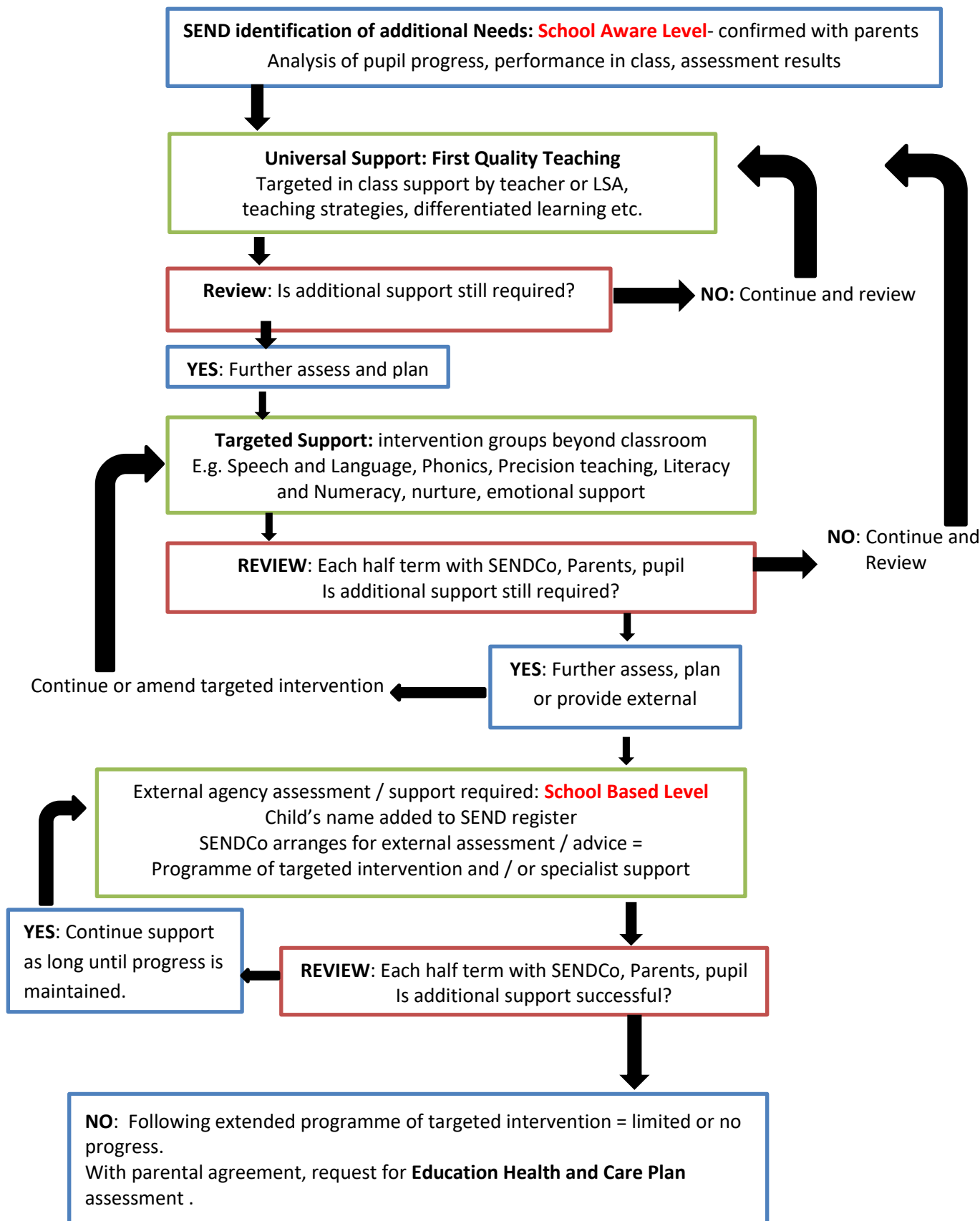
Hartest CE Primary School: Pathway to supporting SEND Identification, Provision and possible referral for Education Health and Care Plan assessment

KEY:

ASSESS

PLAN & DO

REVIEW



## 9. MOVING TO AN EDUCATIONAL, HEALTH AND CARE PLAN (EHC PLAN)

If children with severe, complex or lifelong needs fail to make progress, in spite of high quality, targeted support, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

After a request has been made to the Local Authority they will decide whether they think the child's needs, seem complex enough to need a statutory assessment.

- If a statutory assessment is not deemed necessary, the LA will ask the school to continue with the support they are providing and may suggest how this can be further improved.
  - Parents / carers have the right to appeal against the decision not to initiate the Statutory Assessment Process or to give an EHC Plan.
- If the LA agree to carry out a statutory assessment, parents/carers and all professionals involved with the child will be requested to write a report outlining the child's needs. Professionals involved with the child can include:-
  - Parents
  - Class teacher, SENDCo
  - Social care
  - Health Professionals
  - Specialist teachers
- The reports requested by the Local Authority will be carefully collated and they will write an Education, Health and Care Plan (EHCP). The Education, Health and Care Plan will outline the support the child will receive from school and any other agencies involved in their care and what strategies must be put in place.
- The EHC Plan will have long and short term goals for the child and will be regularly reviewed, with parent / carers and the child providing input as to how well it is meeting their needs.
- A child with an EHC Plan will have a formal review meeting each year called an Annual Review. This meeting will be attended by parents/carers, the SENDCo, the pupil and any other professionals involved in supporting and working with the child. At this meeting :-
  - The child's progress will be discussed in relation to the objectives on the EHC Plan.
  - If any changes are felt necessary to the EHC Plan: Any changes will be agreed by all representatives present at the meeting.
  - A formal written report will be sent to the Local Authority. The LA will formally respond to the report and make any necessary changes that they agree to.
  - If parents/carers do not agree with the Local Authority's decision at any point they can engage in the Local Authority's appeal process.

## 10. PARTNERSHIPS WITH PARENTS/CARERS

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at consultation meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- formally let them know that their child will be receiving additional SENDSupport
- discuss assessments that have been completed

- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents.

Thereafter, parents and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child's progress.

- Class teachers are always be willing to discuss a child at any point throughout the year if the parent/carer or they feel the need to.
- The SENDCo is available to meet parents/carers at any time to talk about a child's needs, progress and provision.

## 11. SUPPORT FOR PARENTS

Hartest CE Primary school is part of the Suffolk Local Authority Local Offer. Information about this can be accessed at [www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/](http://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/)

Hartest SEND information can be accessed via the schools website: [www.hartest.suffolk.sch.uk/](http://www.hartest.suffolk.sch.uk/)

At times, parents/carers may wish to talk through their child's needs and the provision being offered by the school with an independent support agency.

**Parent Partnership Services** (PPS) offer advice and support to parents/carers of children and young people with special educational needs.

- They are free, impartial and confidential services.
- "The overall aim (of parent partnership services) is to provide a menu of flexible services for parents whose children have SEN in order to empower them to play an active and informed role in their child's education" (DfES, SEN Toolkit)

Parent Partnership Service is accessible via the Suffolk County Council website: follow the icons to education and special needs

## 12. PUPIL VOICE

At Hartest, including the child in discussions about their school life and learning is a priority. Children with a SEN often have a unique knowledge and understanding of their own needs and have their own views about what sort of help they feel suits them best. As soon as the child starts school, they will be encouraged to contribute to the process of identifying and supporting their needs in an 'age and ability' appropriate format.

## 13. TRANSITION

### Identification on Entry to school:

Reception -The school will baseline assess each pupil's current levels of attainment on entry so we can we build on the patterns of learning and experience already established during the pupil's pre-school years.

School to School transfer: Schools share prior attainment information. If the pupil already has an identified special educational need, this information is transferred between schools, SENDCos and class teachers. This information is used to:

- Provide a smooth transition for the individual child
- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Identify further assessment processes if appropriate
- Ensure scheduled observation and assessments provide regular feedback about the child's achievements and experiences to ascertain the most appropriate provision to support the child's next steps in learning.

We recognise that transition times between year groups, key stages and other schools can be a potentially difficult and worrying time for children with SEND and their parents/carers; therefore we plan carefully for these times.



Reception: All children and parents/ carers are encouraged to visit our school and Hedgehog class. At least 1 and ½ days induction sessions in Hedgehog class take place during the summer term. A parent / carers evening session also provides additional time for discussions about the child's specific needs if applicable.

In school - End of year transition: Within our small school all staff know all children. During the last half term of the year, all children will have the opportunity to join their new class and teacher for at least 1 and ½ days. A planned programme for children with specific needs including a seating plan, photo album for them to look at over the summer holidays and regular familiarisation visits to the classroom when it is empty are some of the strategies used to ensure a seamless transition. Additional meetings between teachers enable more specific information about targets and successful learning strategies to be shared so that provision at the beginning of September is tailored to the individual pupil.

Transfer to Secondary School: This begins during at the start of year 6 for all pupils. Lessons will be arranged at the secondary school or secondary school teachers lead lessons at our school. Each secondary school has an organised transition programme usually over a full week where the pupils meet their teachers and begin to make new friendships before the start of the summer holiday.

More individually targeted transition support for children with SEND includes:-

- SENDCo, Designated Safeguarding Lead and Year 6 class teacher having a face-to-face meetings with their secondary colleagues to discuss transition and provision relevant to the individual pupil including:-
  - Additional visits to secondary school during summer term.
  - Buddy system
  - Additional meetings with parents and the pupil during summer term.
  - Secondary School SENDCo invited to Pupil Passport review meetings and inclusion of transition targets
  - The secondary school SENDCo will be invited to join the Annual Review meeting for a pupil with an EHC Plan.

## **14. ACCESS ARRANGEMENTS FOR END OF KEY STAGE TESTS**

Year 6 pupils are required to take end of key stage assessments during May. These will be written tests for Mathematics, Reading and Grammar, Punctuation and Spelling. The Writing assessment is provided by moderated teacher assessment.

Pupils working significantly below the expected standard may be dis-applied from the formal tests and assessed purely through teacher assessment. This is discussed with parents / carers before a final decision is made.

If a child requires additional support to access the tests, this will be arranged on an individual basis. The support provided must be part of their normal classroom practice and the correct online application will be submitted to the Standards and Testing Agency. If approved such specific arrangements may include:- a scribe, an individual reader, additional time, modified papers e.g. braille or large print.

All pupils will be able to ask for help with reading parts of the Maths test and Grammar, Punctuation and Spelling test.

Guidance from the Standards and Testing Agency regarding access arrangements can be accessed from <http://www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements>

## **15. ROLES AND RESPONSIBILITIES**

### **The Local Governing Body**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governing Body:-

- Challenges the school and its staff to secure necessary provision for any pupil identified as having special educational needs.
- Asks probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.
- Reviews this policy annually and considers any amendments in light of the annual review findings.

The Governor with particular responsibility for SEND is Anna Laflin. She meets with the SENDCO regularly to discuss actions taken by the school.

## **The Head Teacher**

The Head Teacher is responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs. The Head Teacher keeps the Governing Body informed of all developments with regard to SEN. The Head Teacher reports the outcome of the SEND annual review to the full Governing Body.

## **The SENDCo (Mandatory SENCO qualification)**

The SENDCo responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Liaising with designated with the relevant Designated Teacher where a looked after pupil has SEND
- Co-ordinating provision for children with SEND, including deployment of learning support assistants
- advising on the deployment of the school's delegated budget and other resources
- Liaising with and advising colleagues
- Ensures all records of all children with SEND are up to date
- Liaising with parents of children with SEND
- Contributing to the in-service training of all colleagues
- Liaising with external agencies including other schools, the LA's support and educational psychology services, health and social services, independent and voluntary bodies
- Co-ordinating and developing school based strategies for the identification and review of children with SEND
- Making regular visits to classrooms to monitor the progress of children on the Special Needs Register
- Liaising with secondary schools to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

## **16. SAFEGUARDING**

Pupils with SEND can sometimes be vulnerable to abuse. This policy should be read in conjunction with the school's Safeguarding & Child Protection Policy and Keeping Children Safe in Education 2019

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

### **Designated Professionals for Safeguarding**

Mrs A Woolmer

Mrs M Roberts

Mrs E Boyd

Mrs M Miller

### **Designated Governor for Safeguarding**

Mrs A Laflin

### **Pupil Premium and other grants**

The Head Teacher is responsible for managing grants for Pupil Premium and Looked After children.

Mrs A Laflin is the designated governor for Pupil Premium and Looked After Children.

## **17. HEALTH CARE**

As an inclusive school we welcome all children. Some children will require individual Healthcare Plans for conditions such as asthma or diabetes: these will be written by their class teacher and parent in consultation with the school nursing team and SENDCo if appropriate. A child can have a HCP and not be on the SEND register. Some children with medical conditions may have an EHC Plan; planned support for learning will also be detailed in this document.

To enable all pupils to participate in out of school visits, the school will discuss with parents / carers the reasonable adjustments which can be made. Full risk assessments are carried out before the visit, together with the additional needs of individual pupils.

In the first instance, the class teacher for the child with a medical condition is responsible for managing this. However, the Headteacher has overall responsibility for managing the school's responsibility for meeting the medical needs of the children.

Where a pupil is to be absent from school for 15 school days or more due to medical reasons

Hartest will:

- Notify the LA/EWO.
- Supply the appropriate education provider with information about a pupil's capabilities, educational progress and programmes of work
- Monitor progress and reintegration into school, liaising with other agencies as appropriate
- Ensure pupils be kept informed about social events and are able to participate through home learning tasks if necessary
- Foster liaison with peers and with other agencies

## **18. ACCESS TO EXTRA-CURRICULAR ACTIVITIES**

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

## **19. TRAINING AND RESOURCES**

At Hartest the SENDCo must have attained the National SENDCo Award.

The SENDCo attends local SENDCo network meetings and SEND training on new initiatives.

Hartest has a strong commitment to continuous staff training and development and specifically to keep up to date with the most current research / findings regarding SEND. All teaching and support staff access a range of courses in response to the changing needs of our pupils and to help further improve individual knowledge and expertise. Some of our learning support assistants have training which helps them to support children with communication difficulties. Others have expertise and training in Autistic Spectrum Disorder, Attachment Disorder and teaching of phonics.

If we identify information we can't access without the aid of additional, more specialist help, the school is able to buy-in additional expertise from the local authority or MAT. This includes access to Educational Psychologists and Advisory Teachers.

## **20. CHILDREN WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS**

Inappropriate behaviour is not classified as an SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete a CAF with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained TAs who develop good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

The Head Teacher, Governors and SENDCo review pupil's needs annually and set a budget for SEND. Where extra funding is needed to meet a pupil's needs, additional funding can be applied for from the Local Authority through the High Tariff Needs (HTN) funding process. The Local Authority set clear criteria for different levels of need which are matched to different bandings for funding. The levels used are Universal Level of Need, Additional Level of Need, Complex Level of Need and Severe Level of Need. Children whose needs match the

criteria for Additional, Complex or Severe attract extra funding termly. The Local Authority sets the amount of funding received for each of the bandings. Once a year the school is required to submit to the Local Authority evidence of the child's needs and the provision they have in place to meet them. The school then applies for this funding on a termly basis. If the school decides at any point during the academic year that a child's banding needs to increase evidence for that decision is submitted to the Local Authority.

#### First Aid training:

All staff participate in First Aid Training every 2 years.

Mrs S Ashman, Mrs C Cook, Mrs K Temple-Nidd and Mrs A Wozzley are trained in Paediatric First Aid.

Appropriate staff hold relevant training for Type 1 diabetes in schools, and are also trained in insulin pump therapy.

All staff are regularly trained in the use of Epi-pens.

Five LSAs have undergone food safety training, including the awareness of food allergies.

## **21. WORKING WITH OTHER AGENCIES**

Other professionals may become involved with the full knowledge and consent of parents / carers. Such input may be effective in further assessing a child's individual needs or in putting together effective provision. They will consider the child's records or Pupil Passports in order to establish which strategies have already been employed, which targets have previously been set and the outcomes of these. The specialist may act in an advisory capacity, be able to provide additional specialist assessment or be involved in teaching the child directly.

Outside agencies may become involved if the child having received targeted intervention:

- Continues to make little or no progress in specific areas over a long period
- Continues working at substantially below the National Curriculum age appropriate expectations.
- Continues to have difficulty in developing literacy and mathematical skills
- Has sensory or physical needs which requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.

## **22. MONITORING AND EVALUATION OF SEND**

The quality of provision for all pupils is regularly and carefully monitored through

- Continuous and rigorous half termly analysis of pupil progress data
- Lesson observations,
- Scrutiny of planning,
- Scrutiny of work,
- Pupil perception interviews
- Parent /carer views.
- Learning walks
- Governor and subject leader monitoring

A structured term by term programme of monitoring and evaluation ensures a continual cycle of review and improvement of provision in response to pupil needs.

Termly outcomes of the above monitoring and evaluation are shared with the named governor for SEND together with next steps provision.

Pupil progress is an integral part of Performance Management meetings.

This document is subject to annual review as part of the cycle of whole school self-evaluation

## **23. STORING AND MANAGING INFORMATION**

All records relating to a pupil's special educational needs are stored securely on the school premises and only staff working directly with a child has access to them. Parents/carers can request access to their child's records at any time. These records will be passed on to the receiving High School on transfer. Records will only be shared with other professionals with parents/carers permission.

## **24. COMPLAINTS**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. We work to develop open and honest partnership between home and school. If parents / carers have any concerns at all please talk to us first. Firstly contact your child's class teacher as they work with your child on a daily basis. If you still feel that your concern has not been fully addressed, or if you prefer, you can always ask to meet with the SENDCo / Headteacher. We will do whatever we can to try and resolve the issue.

If you continue to feel that your concern has not been adequately addressed and wish to make a complaint please refer to the school's complaint policy for full details of the complaint procedure.

## **25. SUFFOLK'S LOCAL OFFER**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Suffolk's Local Offer is available from the website

[www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/](http://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/)

In addition, [www.access-unlimited.co.uk/](http://www.access-unlimited.co.uk/) is the One Stop Shop for Suffolk children and young people with additional needs and disabilities. It includes information about activities and breaks available for Suffolk children with SEND as well as information for parents about benefits, about how Suffolk aims to support children through education, health and social care.

## **26. REVIEWING THIS POLICY**

This SEND policy is reviewed annually. Once reviewed, the policy will be formally approved by the Governing Body. Through our direct work with parents/carers and the pupils themselves we continually seek to gather their views regarding how the school identifies and makes provision for SEND.

These views are recorded through direct contact/conversations, pupil and parent questionnaires and pupil perception interviews. These recorded views are considered during the review process.

## Appendix 1

### **Broad areas of need: Extract from 2014 SEND Code of Practice**

#### **Communication and interaction**

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### **Cognition and learning**

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **Social, emotional and mental health difficulties**

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools

#### **Sensory and/or physical needs**

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.