Together we shine

TEMPLE Grafton

C of E Primary School

Special Educational Needs and Disabilities Policy

Adopted: November 2021 Review: November 2022

COMPLIANCE

This policy complies with the information that is required in Schedule 1, Regulation 51 of the Special Educational Needs and Disability Regulations 2015. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014 - revised January 2015
- Schools SEN Information Report Regulations (2015)
- Equality Act 2010: advice for schools DfE Feb 2013
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the SENDCo in consultation with the senior leadership, school staff, SEND governor and parents.

Temple Grafton C of E School SEN Team:

Enquiries about an individual child's progress should be addressed at first to the Class Teacher since he/she is the person who knows the child best. Other enquiries can be addressed to:

Mrs Mary Gray - Head of School

Mrs Kate Adcock - SENDCo (Special Educational Needs Co-ordinator)

Mrs Cathy Barron - Chair of Governors

Mrs Claire Drake – SEN Governor

1.0 Introduction

1.1 Temple Grafton Church of England Primary School is committed to providing equal opportunities for all pupils, regardless of faith, race, gender or capability, in all aspects of their schooling. At Temple Grafton C of E Primary School we believe that all children are entitled to an education that enables them to flourish and make progress so that they can fulfil their academic potential and personal well-being.

1.2 This SEND policy is written in compliance with the Children and Families Act of 2014; the Equality Act of 2010 and The Special Educational Needs and Disabilities (SEND) Code of Practice of 2015.

2.0 DEFINITION OF SEND

2.1 A child may be identified as requiring SEND support if he or she has a significantly greater difference in learning than the majority of children of the same age, or a disability which makes it difficult to use education facilities generally provided in school, and requires provision additional to, or different from, that made generally for children of the same age in order to make progress in their learning.

2.2 When assessing the needs of our pupils to decide whether they require additional support and placement on the SEND support register, the Code of Practice (2015) identifies four key areas of SEND:

- Cognition and learning
- Communication and interaction
- Social, emotional or mental health
- Sensory and/or physical

3.0 PRINCIPLES & VALUES

3.1 In providing for our pupils defined as having SEND, we aim to:

- ensure an inclusive culture where all are valued
- identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- ensure that every child makes progress, experiencing success in their learning, achieving at the highest possible standard
- enable all children to participate in lessons fully and effectively
- ensure all children have access to a broad and balanced curriculum
- ensure that we work in partnership with parents and/or carers of our children
- ensure that our children have a voice in decisions made about their education
- maintain and develop staff expertise within the area of SEND to support quality teaching and learning for all pupils

- work with the Governing body to enable them to fulfil their statutory monitoring role
- work closely with external support agencies, where appropriate, to support the needs of individual pupils

4.0 IDENTIFICATION & ASSESSMENT

4.1 At Temple Grafton School, the progress of all pupils is monitored throughout the school by the Senior Leadership Team (SLT). Each class teacher is 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. Where the teacher is concerned about a pupil's progress, the following procedures are followed.

4.2 Pre-SEND category 'Monitoring' SEND concerns

4.2.1 In order to meet the needs of individual pupils and gain additional support from other agencies, it is necessary for the class teacher to monitor the progress of the pupil closely in the first instance, before providing a range of intervention strategies to support the needs of the pupil.

4.2.2 Our child(ren)'s parents are kept informed of the teacher's concerns and are encouraged to contribute their knowledge and understanding of their child(ren) and raise any concerns that they may have.

4.2.3 Should the child's rate of progress continue to be a concern following a term of targeted intervention, the class teacher will consult with the SENDCo who may then decide the child requires provision over and above that available through universal, quality first teaching.

4.2.4 When identifying the type of SEND a child may have, our purpose is to work out what action the school needs to take to support the child, not to fit a child into a category. At Temple Grafton C of E Primary School, 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.

4.2.5 We are also aware that there are other factors which do not constitute a SEN but may impact on progress and attainment. These include:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

4.2.6 We recognise that identifying behaviour as a need is not an acceptable way of describing SEN. Any concerns relating to child's behaviour will be considered as an underlying response to a need.

4.3 SEND SUPPORT LIST – A Graduated Response

4.3.1 When a pupil is identified as needing SEND support, the class teacher should provide interventions that are additional to, or different from, those provided as part of the school's usual differentiated curriculum. These interventions are recorded on a Whole Class Provision Map following the 'assess, plan, do, review' cycle.

4.3.2 Strategies for pupils' progress will be recorded on a personalised individual learning plan ('My Plan')

4.3.3 My Plans:

- are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with SEND. They are seen as working documents which can be constantly refined and amended.
- will only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children.
- targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be "more English" or "more maths".
- will be accessible to all those involved in their implementation – pupils should have an understanding and "ownership of the targets".
- have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- will be time-limited – at the termly review, there will be an agreed "where to next?"
- will have a maximum of four short / medium term SMART targets set for or by the pupil.
- will be based on informed assessment, discussion between class teacher, SENDCo, parent and pupil and, where necessary, will include the input of outside agencies.

4.4 EXTERNAL AGENCIES

4.4.1 At a review meeting the school and parents might decide to request help from external support services.

4.4.2 These consultants usually see the child in school, if that is practicable, so that they can liaise with class teachers regarding targets and accompanying strategies.

4.4.3 The support could include assessment, writing reports or sharing advice. The kinds of advice and support vary according to the needs of the child.

4.4.4 These agencies normally include the Local Education Team including the Educational Psychologist (EP), Specialist Teacher Service (STS), Speech and Language Therapy (SALT), Integrated Disability Service (IDS), Occupational Therapy (OT), School Health Team (COMPASS)

4.5 STATUTORY ASSESSMENT

4.5.1 The Special Educational needs of the majority of children in Temple Grafton School can be met effectively through additional intervention (targeted support) and Quality First Teaching under our Universal Provision. However, in a small number of cases, where the child remains a significant cause for concern, the

school alongside parents may ask for a statutory assessment through Warwickshire LA.

4.5.2 Statutory Assessment constitutes consideration by the LA working co-operatively with parents, the child's school and, as appropriate, other agencies, to decide whether a Statutory Assessment of the child's educational needs is necessary. If so, the assessment is conducted in close collaboration with the parents, school and other agencies. The school is aware that Statutory Assessment does not always lead to an Education Health Care Plan (EHCP). Warwickshire LA seeks evidence from the school including information about the child's progress over time and clear documentation on the child's additional needs and the action taken to deal with these needs.

4.6 **EHCP**

4.6.1 When Warwickshire LA has completed its assessment of a child, it will decide whether to issue an EHCP.

4.6.2 The EHCP should specify clearly the provision necessary to meet the needs of the child. Temple Grafton School endeavours to provide education in line with the recommendations, including appropriate facilities and equipment, staffing arrangements and curriculum, any modifications to the application of the National Curriculum and any appropriate exclusions from the application of the National Curriculum and changes needed to maintain a broad and balanced curriculum.

5.0 CRITERIA FOR EXITING THE SEN REGISTER/RECORD

5.1 Evidence of sustained progress as measured by teacher assessment, SENDCo analysis and formal assessments.

5.2 Evidence from reports and assessments from external agencies.

6.0 INVOLVEMENT OF PARENTS AND CARERS

6.1 At Temple Grafton School we seek to work in partnership with parents and carers. We see this as vital if pupils are to get the support and encouragement they need to make good progress. Such support is particularly important for children with SEND.

6.2 We strive to:

- Give parents and carers opportunities to play an active and valued role in their child's education.
- Make parents and carers feel welcome and instil confidence that the school will listen to concerns and act appropriately on any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Focus on and celebrate the child's strengths as well as areas of additional need.
- Keep parents and carers informed, give support during assessment and any related decision-making process.

7.0 INVOLVEMENT OF PUPILS

7.1 At Temple Grafton School we recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning.
- identify their own needs and learn about learning.

- share in individual outcomes across the curriculum so that they know what they are working towards, why they have them and what they need to do to achieve them.
- self-review their progress and set new targets.
- monitor their success at achieving the targets using their My Plan.

8.0 MONITORING AND EVALUATING THE EFFECTIVENESS OF SEND PROVISION

8.1 The following success criteria are seen as indicators that the school's SEND policy is functioning effectively when monitoring and evaluating the effectiveness of our provision:

8.2 All children with SEND:

- are identified at an early stage and provided with the appropriate provision.
- have appropriate differentiated work.
- undergo assessment of progress made in intervention groups.
- will make appropriate progress against individual targets.
- receive informal feedback from staff.
- are involved when setting new targets or reviewing existing targets.
- have progress tracked using assessment data (whole-school process)
- have their attendance records monitored.
- are being appropriately included within the school and are receiving the provision they need.

8.3 Evaluation

- Regular meetings about pupils' progress with class teachers, parents and carers, SENDCo and SLT.
- Head teacher's report to Governors.
- SEN information report – available on the school website.
- Parents and carers see the value in the SEND policy and are working with the children to achieve it.

8.4 In addition the governing body will monitor the work of the SENDCo through:

- Considering Head of School reports that reflect the activities of the SENDCo and any other current issues;
- Consider reports from the SENDCo;
- Having regular discussions between the SEND governor and the SENDCo;

9.0 ROLES AND RESPONSIBILITIES

9.1 Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the governing body; the school's the Head of School, SENDCO and all other members of staff have important responsibilities.

9.2 CLASS TEACHERS All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with SEND. Through liaison with the SENDCo the class teacher will:

- identify which pupils in the class which are vulnerable learners.

• highlight which pupils are underachieving and need to have their additional interventions monitored on the class provision map – but do not have special educational needs.

• recognise which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEND support list.

• secure good provision and good outcomes for all groups of vulnerable learners. 9.3 SENDCO In line with the recommendations in the SEND Code of Practice 2015, the SENDCo will oversee the day-to-day operation of this policy in the following ways:

• maintenance and analysis of whole-school provision map for SEND pupils;

• identifying pupils with special educational needs – those in receipt of additional SEND support from the schools devolved budget, those in receipt of Higher Needs funding and those with Education Health and Care plans;

• co-ordinating provision for children with SEND;

• liaising with and advising teachers;

• managing other classroom staff involved in supporting vulnerable learners including SEND pupils;

• overseeing the records on all children with SEND

• Liaising closely with a range of outside agencies to support vulnerable learners,

• Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils who are vulnerable learners.

• Monitoring the school's system for ensuring that My Plans have a high profile in the classroom and with pupils.

• Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with SEND).

• Meeting at least termly with each teacher to review provision for vulnerable learners in their class who are being tracked on the school's provision map (SLT will guarantee planning and preparation time for teachers and SENDCO to ensure that these meetings occur).

• Liaising sensitively with parents and families of pupils on the SEND support list, keeping them informed of progress and listening to their views of progress.

• Attending area SENDCo network meetings and training as appropriate.

• Liaising with the school's SEND governor, to ensure they are informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).

9.3 TEACHING ASSISTANTS - Under the guidance of the class teacher to:

- To support the provision of SEN within the school.
- To follow programmes set by class teacher/SENCo/outside agencies.
- To keep records and monitor pupils' progress using the procedures employed by the school.

- To help and assist pupils with SEND, either individually or as part of a group.
- Regular informal discussions with staff on a day-to-day basis
- Support planning

9.4 HEAD of SCHOOL - The Head of School has responsibility for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.

9.4.1 The day to day implementation of this policy is the responsibility of the Special Educational Needs and Disabilities Coordinator (SENDCo), who is also the Head of School, Mary Gray.

9.4.2 The Head of School will be informed of the progress of all SEND pupils and any issues with regard to the school's provision in this regard through:

- analysis of the whole-school pupil progress tracking system
- pupil progress meetings with individual teachers;
- regular meetings with the SENDCO
- discussions with pupils and parents.

9.5 GOVERNING BODY - The governing body has identified a governor to have specific oversight of the school's provision for pupils with SEND. The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. The SEND governor is Cathy Barron.

9.5.1 The governing body's responsibilities include;

- Ensuring (through monitoring) that provision of a high standard is made for SEND pupils.
- Co-operation with the Head of School to determine the school's general policy and approach to provision for pupils with SEND, establishing the appropriate staffing and funding arrangements.
- Doing its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensuring that the teachers in the school are aware of the importance of identifying and providing for those children who have SEND.
- Reporting to parents/carers on the implementation of the schools policy for children with SEND.

10.0 ALLOCATION OF RESOURCES

10.1 In order to give every child with SEND access to a broad and balanced curriculum, the school has established a procedure for identifying and providing human and material resources to support individual SEND requirements.

10.2 The Head of School is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs.

10.3 The SEND budget figure is included in the whole school annual budget. The money is used to fund; teaching assistants, SENDCo, specialist resources, individual pupil assessments and subscriptions to external agencies to support SEND pupils. The Head of School informs the governing body of how the funding allocated to support SEND has been deployed.

10.4 The Head of School and SENDCo decide how to use funds. The SENDCo maintains a provision map to show allocation of 'human' resources in

supporting the needs of SEND children as well as maintaining a list of physical resources available to staff to enable them to support children with SEND.

11.0 ADMISSION ARRANGEMENTS

11.1 The admission criteria for the school are such that no child is barred from admission because of special educational needs, if mainstream schooling is felt to offer the appropriate provision for the child.

12.0 FACILITIES & ACCESSIBILITY

12.1 The school is a purpose built school. It has appropriate access for wheelchairs. In addition the school has a disabled toilet. This means that the school is suitable for children with a variety of physical disabilities.

12.2 The school's Disability Plan details our scheme and action plan for promoting equality of access to our school both in terms of the building and the curriculum. A copy is available on our website

13.0 RECORD KEEPING AND MANAGEMENT OF INFORMATION

13.1 Each class teacher has an Inclusion file that contains copies of information relating to SEND children as well as children identified as vulnerable learners. This information includes letters, reports, minutes from meetings and assessments from support services as well as My Plans (where necessary).

13.2 The SENDCo, with the support of class teachers and our SEN teaching assistant, is responsible for keeping all SEND records and documentation up to date and for ensuring the confidentiality of the information within these.

13.3 All schools are required to publish a SEN information report which details the provision we make to support pupils with SEN. A copy of our SEN Information report is available on our school website.

13.4 The SENDCo will liaise with pre-school groups to obtain records on pupils entering the school with SEND. The SENDCo will obtain any health/medical records necessary to fully integrate a pupil into school.

13.5 Pupils in Year 6 who are receiving SEN Support will have their SEN records forwarded to the SENDCo at their new Secondary School.

14.0 Bullying

14.1 The school has a zero-tolerance approach to bullying. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to resolve the situation in order to make the child who has been bullied feel safe and to encourage better behaviour from the child who has displayed bullying behaviours.

14.2 At Temple Grafton C of E Primary we recognise that children with SEN might be particularly vulnerable to bullying and we are particularly vigilant in our care for the well-being of our children with SEN. Our anti-bullying policy and our behaviour policy are both published on our school website.

15.0 Supporting Pupils at School with Medical Conditions

15.1 Temple Grafton C of E Primary School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including trips, visits and physical education. Some children may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.Please refer to the school's Medical Conditions Policy, viewable on the school's website.

16.0 PROCEDURE FOR DEALING WITH COMPLAINTS REGARDING SPECIAL NEEDS

16.1 Complaints regarding any aspect of SEND are best handled by those people working most directly with the child; therefore, parents should discuss their concerns with the class teacher initially.

16.2 If the parents and the class teacher are not able to come to a satisfactory understanding, then the parents should be encouraged to talk to the SENDCo.

16.3 In the event of agreement and understanding still not being reached, then the parents should talk over their concern with Head of School.

16.4 For further information please refer to the complaints procedure available on the school website.

RATIFICATION: this policy was agreed by the governing body of Temple Grafton C of E Primary School.

SEND policy addendum – Covid 19

This addendum to the SEND Policy is for use during the arrangements for the education of students in school during the Covid-19.

This addendum will be updated, as needed, in line with Local Authority and National guidance regarding the COVID-19 outbreak within the United Kingdom. It is to be used in conjunction with, and read alongside, the SEND policy and whole school Covid-19 risk assessment as published on the school website.

Specific considerations for educational provision for children and young people with education and health care plans (EHCPs):

- All students with an education, health and care plan (EHCP) have a risk assessment that has been shared with their parent or carer to ensure their needs are safely met in the educational environment.
- Upon their return to school, students and their parents or carers will be invited to discuss a transition plan and where it is appropriate, adaptations to the provision set out in EHC plan and/or Student Passports.
- My Plan and personalised targets may need to be amended or reviewed as appropriate (new targets may reference social distancing and hygiene routines).
- Where access to therapeutic services is limited, provision may need to be delivered remotely for example via video link.
- The school will provide guidance and support for those students who may find the new routines and expectations challenging (this may include social distancing, hygiene, seating and/or safe space provision, EXIT arrangements) Appropriate signage and visual prompts will be available.
- Adjustments to individual timetables may be made if some staff/key workers are not in school during the reintegration of some students.
- Group and/or individual intervention delivered in school may be limited or cancelled until safely staffed.
- SEND reviews, progress meetings and EHCP Reviews may be conducted remotely during this time, if the parent wishes to proceed.
- Changes to provision may need to be effected at short notice, and without further consultation, in managing changing circumstances.