



Special Educational Needs and Disabilities Policy

[Insert school name]

Horizon Policy

4.0	???	Changes due to the development of the school specific offer
3.0	07.10.21	Changes due to KCSIE 2021
2.0	1.9.19	Changes to policy as a result of Keeping children safe 2018
1.0	31.10.16	Adoption of policy
Version	Date	Description

Local Governing board adaptations

3.0	1.9.20	Changes to policy due to KCSiE 2020
Version	Date	Description

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1. Aims

Our Special Educational Needs and Disabilities policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Statement of Intent

All children have access to a broad and balanced curriculum suitably differentiated to meet individual needs. We seek to promote effective learning for all children through high quality teaching, to ensure they make progress, realise potential and develop a sense of worth.

We have high expectations of all our children and aim to offer excellence and choice to all, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches, adaptations and experiences.

We firmly believe in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. Parents/carers hold key information and have a critical role to play in their children's education.

Vision, Values and Aims for our school;

- ✓ To create an environment that meets the special educational needs of each child;
- ✓ To ensure that the special educational needs of children are identified, assessed and provided for;
- ✓ To make clear the expectations of all partners in the process;
- ✓ To identify the roles and responsibilities of staff in providing for children's special educational needs;
- ✓ To enable all children to have full access to all elements of the school curriculum;
- ✓ To ensure that parents are able to play their part in supporting their child's education;
- ✓ To ensure that our children have a voice in this process.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

2. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is [insert name and contact details].

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support

- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority (LA) and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEN up to date

4.2 The Role of the Horizon Trust Board and Local/Federated Governing Board

The SEN governor will:

- › Help to raise awareness of SEN issues at governing board meetings
- › Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school
- › Horizon Trustees have a duty imposed by law to ensure that special provision is made. The implementation of special provision has been delegated to the Local/Federated Governing Board of each school. A named local governor for SEND has been appointed who carries out monitoring of SEND in accordance with the Local Governor Monitoring role. The Local/Federated Governing Body will report annually on the success of the school's SEND policy. The Local/Federated Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it and in meeting the objectives set out in this policy. The Trust Board will report annually on SEND across the Trust.

4.3 The headteacher

The headteacher will:

- › Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEN policy

5. Identification, Assessment, Provision and Review

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

Delete as appropriate:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

Within every class there is a cycle of planning, teaching and assessing; this takes into account the wide range of abilities, aptitudes and interests that children bring to school. The majority of children will learn and progress, but those who have difficulty in doing so, may require further support. Where this is the case a Graduated Approach to Inclusion will be followed and adapted to the individual needs of the child.

Graduated Approach:

We follow the Graduated approach to inclusion, where the need arises:

ASSESS - Teachers assess children as part of their daily teaching.

PLAN - If a need is identified they plan an appropriate intervention/strategy/resource

DO - The intervention is implemented

REVIEW - The effectiveness of the intervention is measured and reviewed and new approaches tried as necessary.

This cycle of assessment and targeted intervention is ongoing and underpinned by high quality teaching and training.

At Elburton Primary School we use 3 SEN Stages of support to help guide the assess, plan do review cycle: (*School to complete how they implement the graduated approach.*)

SEND Stage	When is this stage appropriate?	Type of support	Monitoring	Outcomes
SEN concern	<ul style="list-style-type: none"> ➤ Progress 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 ➤ Widens the attainment gap despite high quality teaching and universal 	<p>Support or resources required which are additional to or different from the usual differentiated curriculum.</p> <p>The class teacher may use different learning materials or equipment such as word banks, movement breaks, visual resources, as well as allocate group or individual support.</p> <p>From an adult</p>	<p>Termly SEND review meetings with Head Teacher and SENCO</p> <p>Provision recorded on termly provision map by class teacher and monitored by SENCO</p> <p>Conversations with parents, open door policy and parents evenings</p>	<p>Adaptive provision is in place and supports progress and attainment for individuals.</p>

	support			
SEN Support	As above and when specialist advice is needed to meet the needs of individual children, or, despite additional targeted intervention alongside quality teaching little or no progress is seen.	<p>SENCO refers to an outside agency.</p> <p>Outside agency involvement for a diagnosed or non-diagnosed difficulty</p> <p>Advice from professionals given on specific area of challenge and implemented, such as now and next boards, sensory resources, varied timetable, 1-1 SAL sessions</p>	<p>An Individual Education Plan (IEP) written upon advice and targets set from outside agencies, such as Speech and Language, may be appropriate and updated regularly as a live document</p> <p>Termly SEND review meetings with class teacher and SENCO</p> <p>Provision recorded on termly provision map by class teacher and monitored by SENCO</p> <p>Team Around Me (TAM) meeting to co-ordinate multi agency support and target setting if required</p>	Adaptive provision is in place and supports progress and attainment for individuals. Advice from outside agencies underpins successful provision.
EHCP	When the school has taken action to meet the learning difficulties of a child and the child's needs remain so substantial that they cannot be effectively met from the resources normally available to the school, then a proposal for consideration for an Education Health Care Plan (EHCP) is made to the Local Authority.	<p>Statutory EHCP in place and part of the Annual Review cycle</p> <p>Access to outside agency support and advice as detailed in the EHCP</p> <p>Bespoke learning packages in place to support targets.</p>	<p>Termly SEND review meetings with class teacher and SENCO</p> <p>IEP to break down targets from EHCP, reviewed and updated regularly as a live document</p> <p>Provision recorded on termly provision map by class teacher and monitored by SENCO</p> <p>Statutory Annual Reviews</p> <p>TAM reviews as required throughout the year.</p>	A high quality EHCP is in place with clear outcomes and identified targets. These targets are supported meaningfully and are progressive for the individual child, resulting in positive outcomes.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We actively encourage an open dialogue, both formal and informal, with parents/carers and value the contributions they make. Parents/Carers have a vital role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

We will inform parents when we first identify that a child has a SEN and parents are encouraged to express similar concerns to the school. These should be made known to the class teacher in the first instance, then to the SENCO and/or Headteacher if appropriate.

These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account the parents' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases

Transition

It is important that children feel prepared for any transition within school. This may include moving year groups, key stages or onto another setting.

EYFS Transition

The SENCO and Foundation Stage teachers will liaise with the relevant preschools to plan enhanced transitions to the EYFS unit. Tailored programs of support and provision will be devised with all relevant professionals, alongside the family and the child and reviewed upon entry.

EYFS to Year 1

The SENCO and Foundation Stage teacher will ensure that in partnership with pupil and parents, the transition has been well planned, considering timetables, additional visits, environments, familiarisation with key adults and that the child is well prepared. Collaboration and information sharing of current provision and outcomes, is an essential part of the process.

KS1 to KS2

The SENCO and class teacher will ensure that in partnership with pupil and parents the transition has been well planned, considering timetables, additional visits, environments, familiarisation with key adults and that the child is well prepared. Collaboration and information sharing of current provision and outcomes, is an essential part of the process.

Transfer from KS2 to KS3

The SENCO and Year 6 Class teachers liaise with the SENCOs of specific secondary schools about children with SEND, and tailored programs of support are put in place in the Summer term. Collaboration and information sharing of current provision and outcomes, is an essential part of the process. For children with an EHCP the liaising starts in Year 5, through the Annual Review process.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Insert list of interventions provided at your school
- 1-1 RWInc phonics tuition
- Attention Autism Sessions
- Intensive Interactions
- BLAST
- Speech and Language 1-1 sessions
- Targeted Readers

5.7 Adaptations to the curriculum and learning environment

Were required we will make the adaptations to the curriculum and environment to ensure all pupils' needs are met, more information of the types of adaptations and the schools approach, can be found in the links below:

- [Link to SEN Information Report](#)
- [Link to Accessibility Plan](#)

5.8 Additional support for learning

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Team – NHS or PLP
- Communication Interaction Team
- School Nurse

- Multi Agency Support Team including Family Support Workers and Educational Psychologist
- Transition support from the local secondary schools or preschools
- Social Services
- Primary/Infant Mental Health Team
- CAMHS
- Outreach support from specialist provisions
- Child Development Centre
- Occupational Therapy
- Hearing and Visual Impairment support (PATSS)
- Local Authority Educational Psychology
- Virtual School

5.9 Expertise and training of staff

The schools SENCO has achieved (working towards) The National Award for SENCOs. All staff within school go through a continual process of enhancing their professional Development through a variety of CPD, which is recorded internally.

5.10 Securing equipment and facilities

The school works closely with recommended agencies or charities to secure additional funding, technology or equipment to meet the needs of individual pupils. If training is required to ensure successful usage, this is implemented in a timely manner to ensure effective provision is in place.

5.11 Evaluating the effectiveness of SEN provision

The school will evaluate the effectiveness of the provision for pupils with SEN, equipment and facilities to support pupils.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding Team Around Me Meetings
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in [sports day/school plays/special workshops - edit as appropriate].

No pupil is ever excluded from taking part in these activities because of their SEN or disability. We will ensure we are:

- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improving the availability of accessible information to disabled pupils

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of any extra curricular activities
- Pupils with SEN are encouraged to be part of Well-Being Club
- Pupils with SEN are offered bespoke opportunities within the wider school community, such as sporting events
- Pupils with SEN are encouraged to be part of the school council.

We have a zero tolerance approach to bullying.

5.14 Complaints about SEN provision

Explain your school's approach here.

Complaints about SEN provision in our school should be made to the [class teacher/SENCO/headteacher] in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of pupils with SEN

Parents have access to an independent source of information and support. In Plymouth, this is provided by the Plymouth Information and Advice and Support for SEND (PIAS). Information about this service is detailed in the Plymouth online directory:

Plymouth's Local Offer can be found at:

[SEND Local Offer - Plymouth Online Directory](#)

Devon's Local Offer can be found at:

[Devon's SEND Local Offer -help and support for children with SEND](#)

7. Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Effective Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Safeguarding Policy
- Teaching Standards 2021