



# Preston Candover Cof E Primary School Special Educational Needs and Disability (SEND) Policy

LOVE HOPE JUSTICE

Date written	Review Date
January 2020	January 2023

## 1. Rationale

Our SEN Policy rationale is 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  
Please read in conjunction with our SEND Information Report.

## 2. Legislation and guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

This policy and information report 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

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which 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 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**

Provision for children with SEN is a matter for the school as a whole. In addition to the governing body, the Headteacher and SENCO, all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. This is therefore a whole school responsibility. Specific roles are outlined below:

##### **The SENCO**

The Inclusion Leader/SENCO is Mrs C Taylor

Telephone – 01256-389278 Email: [c.taylor@prestoncandover.hants.sch.uk](mailto:c.taylor@prestoncandover.hants.sch.uk)

The SENCO is a qualified teacher, and holds the National Award in Special Educational Needs.

The SENCO is a member of the school Senior Leadership Team.

The Inclusion Leader/SENCO 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 and its support services
- Liaise with potential previous and next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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
- Line manage support staff that have a responsibility for supporting children with SEN, including performance management
- Develop and maintain effective support for children with SEN and their families, liaising regularly
- Contributing to the in-service training of staff
- Attend training, including keeping informed of new initiatives
- Carrying out assessments and observations of pupils where appropriate

##### **The SEN governor**

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

##### **The headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school

- Have overall responsibility for the management of provision and progress of learners with SEN and/or a disability
- Have overall responsibility for allocating the budget for SEN

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- 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
- Include pupils with SEN in the classroom and provide a differentiated curriculum appropriate for their needs.
- Give feedback and information to parents of children with SEN.
- Undertake termly reviews using the school's identified Provision Maps for all children with identified SEN
- Refer all children to the SENCO as appropriate where a learning difficulty is suspected.
- Attend CPD as appropriate to better support children with SEN in the school.
- Complete accurate written records of assessments, progress and future targets.

### **Learning Support Assistants**

Each learning support assistant is responsible for:

- Be aware of this policy and procedures for identification, monitoring and supporting pupils with SEN.
- Give feedback to teachers about pupils' responses to tasks and strategies.
- Undertake specific interventions to support children's identified needs.
- Attend CPD as appropriate to better support children with SEN in the school.
- Contribute to written records of children as necessary.

## **5. Aims**

At Preston Candover CE Primary School we believe that all pupils have equal rights to a rich and varied curriculum and to enjoy and achieve in all aspects of life. We are a fully inclusive school and ensure that where necessary, differentiated support and learning programmes are provided to encourage independence and enable each child to function both socially and academically to the best of their ability. It is the aim of this policy to underpin procedures and practice which will ensure that:

- All those involved with the education of children are aware of their responsibilities in terms of SEN and that every teacher is a teacher of all children including those with SEN
- The school identifies and provides for those pupils with SEN, knowing there is a wide range of needs
- The school provides an inclusive education for all children, so far as is reasonably practical and compatible with the child receiving the special educational provision alongside pupils with whom they are educated
- The social, physical and emotional wellbeing of each child with regard to their individual needs are catered for
- There is accountability for use of SEN resources (School and Local Authority )
- There are active links between school, LA and other external agencies
- There is a focus on early intervention with regard to ages and levels of need
- Assessment and intervention enables early identification of SEN

- The wishes and feelings of the child are taken into account
- There is effective partnership with parents, families and carers
- School staff receive CPD, support and advice to develop their teaching expertise with regard to supporting children with SEN
- The policy for admissions remains the same for all children regardless of their special educational needs and follows Hampshire County guidelines

### Objectives

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs and Disability co-ordinator( Inclusion Leader/SENCO) who will work with the SEN Policy
- To provide support and advice for all staff working with special educational needs pupils

### 6. Identifying Special Educational Needs

The School takes its definition of Special Educational Needs from the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years' (DFE, 2014).

Children have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority

It is important to recognise that, 'Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN (6.23).

In line with the Code of Practice, at Preston Candover we will 'assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. We will also 'consider evidence that a pupil may have a disability under the Equality Act 2010' (6.16). In accordance with section 6.17, 'teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. 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
- widens the attainment gap

Children will have needs and requirements which may fall into at least one of four areas. Some children will have inter-related needs. The impact of these combinations on the child's ability to function, learn and succeed will be taken into account. In school, these are further broken down to assist in identification and provision planning for pupils with SEN.

The areas of need (as identified in the SEN Code of Practice, 2014) are:

- **Communication and interaction:** This includes speech, language and communication needs (SLCN) and Autistic Spectrum Disorders (ASD)
- **Cognition and learning:** This includes students with Specific Learning Difficulties (SpLD) including dyslexia, dyscalculia and dyspraxia, Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD)
- **Social, emotional and mental health difficulties:** This includes challenging or disruptive behaviour, Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), attachment disorders, anxiety, depression, self-harming, substance misuse, eating disorders and/or physical symptoms that are medically unexplained
- **Sensory and/or physical needs:** This includes hearing or visual impairment, mobility and other issues which require adaptations to enable the student to access the whole school curriculum.

## 7. Graduated Response and Early Identification

In order to help children who have SEN, the school will adopt a graduated response that recognises there is a continuum of SEN and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

- Teachers' ongoing assessment of the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers will initially consult the SENCO to consider what else might be done
- We recognise that some difficulties in learning may be caused or made greater by the school's learning environment/relationships. The class teacher will therefore look at the following matters in order to decide whether these could be developed to enable the child to learn effectively: Classroom organisation, teaching materials, teaching style and differentiation using the school's Inclusive Quality First Teaching Audit Tool
- If this intervention does not lead to adequate progress, the class teacher will review, with the SENCO, the strategies which have been used and complete an Initial Concerns Form.
- This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. **The key test of the need for action is evidence that the child is not making adequate progress despite high quality support in class.**

Adequate progress can be defined as follows:

- It closes the attainment gap between the child and their peers
- It prevents the attainment gap growing wider
- It is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- It matches or betters the child's previous rate of progress
- It ensures access to the full curriculum
- It demonstrates an improvement in self-help, social or personal skill.
- It demonstrates improvements in the child's behaviour

Please refer to school's Assessment Policy. If a child's progress is causing concern but they meet the criteria for adequate progress described above, then Wave 2 support (individual or group) will be considered where appropriate. Information on the interventions that are considered part of the school's usual differentiated curriculum is included in the class Provision Map. Children are not considered to have SEN just because they require support through Wave 2. Provision Maps are reviewed and updated termly.

### SEN support/provision

When a child has been identified as having SEN, and requires interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum, the child's name and details will be placed on the school's SEN Register, which is reviewed and up-dated termly. Pupils at this level will be identified as SEN Support. Parents will be part of this process and will be aware that the school has concerns before this point. The triggers for intervention through SEN Support will be concern, underpinned by evidence, about a child who shows any of the following:

- Despite receiving differentiated learning opportunities, makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Despite receiving differentiated learning opportunities shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

In some cases, outside professionals from health or Children's Services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO will contact them, with parental consent. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken.

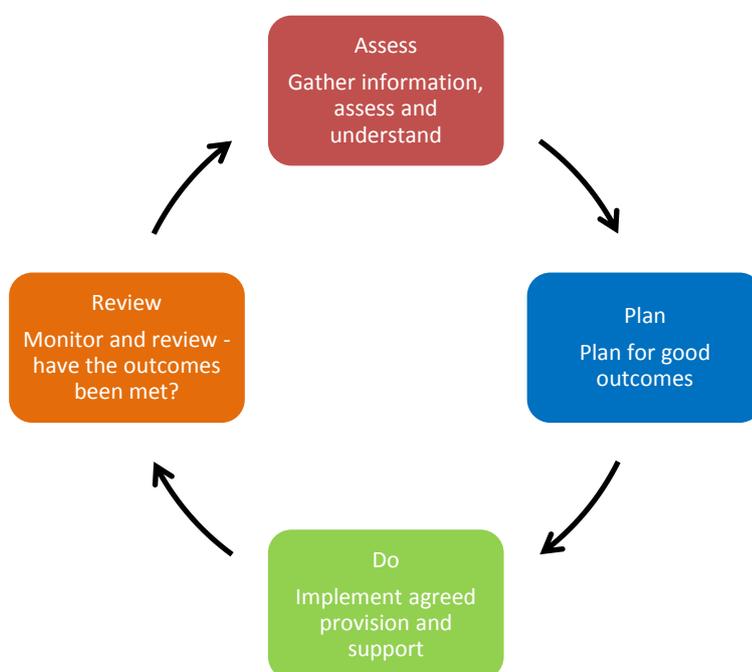
The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme where necessary. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

The SENCO and the class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- different learning materials or special equipment
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- staff development and training to introduce more effective strategies
- access to LA support services for one-off or occasional advice on strategies or equipment
- some group or individual support

A request for significant support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a termly review of the child's needs. External support services will usually see the child in order to advise teachers on devising targets and accompanying strategies. Advice given will be implemented mainly in the classroom setting, and is the responsibility of the class teacher.

The school adopts the **ASSESS-PLAN-DO-REVIEW** cycle as recommended in the Code of Practice.



**Assess** - When identifying a child as needing SEN support is necessary, 'the class teacher working with the SENCO, should carry out a clear analysis of the pupil's needs' (6.45). The methods for collecting this information are detailed above. These assessments will be appraised at frequent intervals. By undertaking these regularly it will be possible to ensure that the provision for each child is still relevant and is supporting achievement.

**Plan** - Section 6.48 of the Code of Practice clearly states 'Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above.

The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.' All of those staff who are working with those children identified as needing SEN support will be aware of the relevant outcomes and strategies and any approaches that are specialised for that pupil. This information will be kept on record.

A register of those pupils recognised as needing SEN support will be kept and updated regularly. Records of interventions and provision will also be kept to assist with the tracking, assessment and review. Planned interventions will be drawn from proven effective strategies and programmes and will be delivered by staff with the necessary skills and knowledge. 'Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home' (6.51). Previous evidence used to contribute to the planning should be available for discussion with the parents of the pupil.

**Do** - Section 6.52 maintains 'The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, **they should still retain responsibility for the pupil**. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.'

**Review** - The pupil's progress and the impact of the intervention or support programme will be reviewed at least termly. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil (Section 6.54). Pupils can exit the SEN register following review if, following intervention, they are deemed to be making adequate progress.

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps (section 6.55).

Where a pupil has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. Schools **must** co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf (Section 6.56).

## **8. Managing pupils on the SEN register**

### **Education and Health Care Plans**

Where a pupil has significant or complex level of needs, an application may be made to the LA for an Education and Health Care Plan to be considered. This is a plan drawn up by the family and professionals that work with the child to help identify and plan for the provision to support them. These plans replace the previous Statements of SEN, and can be applied for by schools or parents. When the school considers an EHC Plan may be needed for a child, this would always be discussed and agreed with parents. Preston Candover CE Primary School follows the LA guidelines in making these requests and follows the advice in the timings of reviewing the plans.

### **SEND Individual Profile**

Individual targets are used for some children, where more complex needs have been identified or where the child has an EHCP. These will outline the smaller targets for the pupil to help measure progress in their learning.

The SEND Individual Profile will include information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes

The SEND Individual Profile will only record that which is additional to, or different from, the differentiated curriculum. It will focus upon (usually) two to three individual targets which match the child's needs and have been discussed with the parents and child. It will be reviewed, and the child and parent will be involved in the review and target-setting processes.

## **9. Inclusion and provision of support**

It is the aim of the school to provide all support in the most inclusive manner available. All children will participate in school collective worship and school productions and have access to the wider curriculum. Children with SEN should generally take part in lessons in their classroom with their peers (with group or individual support where appropriate), but separate provision may be necessary for specific purposes and as a time-focused solution to enable the needs of all children to be met and their entitlement to an appropriate curriculum secured.

This may include small group learning or using individual programmes to enable the acceleration of children's learning and to develop the skills to enable the children to fully participate in class activities. Strategies employed to enable the child to progress will be recorded clearly.

## **10. Allocation of Resources**

Funding allocated to SEN is used for provision that is additional to, or otherwise different from, the educational provision made generally for children of their age. This includes personnel (SENCO, SEN Support Staff) and resources. The LA makes no additional financial contribution to support hours identified within an EHC Plan/Statement.

## **11. Partnership with Parents**

The school values the partnership with all parents and is keen to support them in playing an active and valued role in their children's education. Partnership with parents plays an essential role in enabling children with SEN to make adequate progress and become successful learners. The school recognises that parents hold key information, knowledge and experience about their child. Home/school diaries may also be used to increase dialogue and monitor progress between parents and teachers.

Parents and carers are involved at all stages when a child is considered to have a special educational need. We consider that the earlier that a parent is made aware of a concern, and the joint plan of action is addressed, the better. Parents will be informed and involved as soon as possible, if the school feels that their child may have special educational needs by the class teacher, sometimes with the support of the SENCO. Regular meetings are held with parents for children with SEN, and their views are taken into account when identifying future targets. Parents are also involved at all stages of the Annual Reviews for children with EHC Plans.

Sometimes parents may have concerns about their child and contact school for support. In these instances, staff will investigate the issues to respond to these concerns and inform the SENCO where necessary.

## **12. Involving Children**

Children with SEN often have a unique knowledge of their own needs and their views are treated with respect. The school will make every effort to involve children in discussions about their needs because their views are important.

Children will be invited to take part in discussions around their targets, Annual Reviews and other meetings about them. The ways in which a child may take part could include providing art work, video, or a written report, or attending the meetings if they wish or if it is deemed appropriate.

## **13. Links with other professionals**

The school maintains links with support agencies and other professionals. Individual assessment, support and advice to teachers is provided. Professionals involved with the school include:

- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- School Nurse
- Health Visitors
- Child and Adolescent Mental Health Service (CAMHS)
- Children's Therapy Service
- LA Advisory Team
- Children's Services
- Behaviour Support Service

#### **14. School Admission**

Pupils with SEN will be admitted to the school in accordance with the requirements of the 1996 Education Act and the LA Admission Policy. The school will seek appropriate support as necessary to ensure that individual needs are met. Liaison with parents and external agencies is particularly important. In the case of children with an EHC Plan, liaison with the LA will clarify whether resources to meet the child's needs will be in place as the child is admitted. Phased entry may be helpful in ensuring a smoother integration for some children.

#### **15. Transition**

When children transfer to Preston Candover CE Primary School, the SENCO and any staff involved with the child, make use of written records, consultations and meetings to ensure a smooth transition. A full schedule of visits, consultations and documentation is followed before any Reception children enter the school, which may lead to SEN provision being made for them if needed.

As children progress through the school, their current and new class teacher will meet to discuss the children's needs and any strategies that will support them as they progress. The school recognises these transitions may be difficult for some children therefore measures will be put into place to support them. Parents play a key role in helping their child adjust to a new setting and communicating their child's needs with the class teacher. The school will actively involve parents in any transition strategies to support their child's needs.

At the end of Key stage 2, the school will liaise closely with the receiving secondary schools to share information about the children's needs and pass records on.

The EYS staff/SENCO liaises with the SENCOs of local Early Years providers and the SENCO with SENCOs of Secondary Schools. Children's files are passed on to secondary schools at the end of the Summer Term.

#### **16. Training**

As a school, we are committed to furthering our knowledge of any new developments that will further our vision for inclusion for all children. Staff members will attend courses and information will be shared through informal arrangements and through INSET. The SENCO will continue to attend CPD as necessary, both through the LA and outside providers where appropriate.

#### **17. Complaints**

Initially, complaints or concerns about specific elements of the school's provision for SEN should be discussed with the class teacher, who will refer to the SENCO or Headteacher, who will investigate the matter. If the matter is not satisfactorily resolved, then it should be raised with the Governing Body, in line with the school complaints policy available from the school office or on the website.

## References

DFE (2014) Special educational needs and disability code of practice: 0 to 25 years

DFE (2014) The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities

DFE (2014) Supporting pupils at school with medical conditions: Statutory guidance for governing bodies of maintained schools and proprietors of academies in England

DFE (2014) Statutory guidance: National curriculum in England: framework for key stages 1 to 4

DFE (2011) Teachers' Standards: Guidance for school leaders, school staff and governing bodies

Gov.uk (2014) Special Educational Needs (Information) Regulations

School SEN Information Report

School Safeguarding Policy

School Assessment Policy

School Accessibility Plan

## Links

Special Educational Needs and Disabilities (SEND) 'Local Offer'

<http://www3.hants.gov.uk/parents-sen/send-localoffer.htm>