

# Churchstanton Primary School



## SEND Policy 2023

Approved by the Board of Governors of Churchstanton Primary School:

Chair of Governors	Mr Jon Wood
Headteacher	Mr Matt Watson
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## Introduction

At Churchstanton Primary School we aim to provide access to, and involvement in, the curriculum for all pupils. We recognise that many children will have particular needs during their time at the school and whatever the need, we will try to respond effectively to it. Churchstanton Primary School has a named SENDCo, Mr Samuel Turner, and a named Governor responsible for SEND, Ms Helen Bradbeer. The school's named Child Protection Officer is Mrs Karina Holt. They ensure that the Churchstanton SEND policy works within the guidelines and inclusion policies of the Code of Practice (2014) and other policies current within the school.

We recognise that much of this support work cannot be truly successful without the involvement of the parents and we endeavour to ensure that parents are kept fully informed and are a part of the planning process. This document sets out an optimum delivery of SEND within the school, but its implementation depends upon the funding, which the school receives.

## The Aims of our Policy

The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To identify the roles and responsibilities of all staff in providing for pupil's special educational needs.
- To enable all pupils to have full access to all elements of the school curriculum.
- To work in co-operation with outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

We encourage our children to become '**Respectful, responsible, resilient, risktakers**' with a caring attitude to the world around them. We believe that every child has an equal right to:

- An exciting and inclusive environment to learn and develop and to nurture their health, emotional and social well-being.
- Broad and inclusive experiences and differentiated teaching and learning.
- Support that enables them to achieve to their full potential and to be included in a life-long learning process.
- Access appropriate local provision, resources, and other support networks.
- Have an active role in our school where their values and opinions are heard, and their contributions are recognised.

## Roles and Responsibilities

The Head teacher works closely with the SENDCo.

The SENDCo (Special Educational Needs and Disability Co-ordinator) is a teaching SENDCo, who is responsible for the day-to-day implementation of provision. He works several hours on a weekly basis, therefore in practice this means that his role is one of support and liaison, rather than contact with children on a daily basis.

### **The SENDCo is responsible for:**

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of children with SEND
- Liaising with early year providers, other schools, education psychologists, health and social care professionals, and independent voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education 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 regards to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

### **The Class teacher is responsible and accountable for the progress and development of all pupils in their class including those with SEND. The class teacher has responsibility for:**

- Checking on the progress of the children and identifying, planning, and delivering any additional help the child may need (this could include targeted work, additional support) and letting the SENDCo know, as necessary.
- Planning/ Reviewing Individual Education Passports (IEPs) with the SENDCo to provide any additional support you child requires.
- Ensuring that all staff working with a child in school is supported to deliver the planned work/ programme for the child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND policy is followed in their classroom and for all the children they teach with SEND.

- Planning and delivering a Quality First differentiated curriculum.
- Liaising with parents/ carers as well as external agencies, teaching assistants, and other support staff and colleagues, where necessary.
- Attending INSET and training sessions.

### **The role and responsibilities of the Governing body with regards to SEND:**

- The Governor responsible for SEND is kept informed of all decisions made. Termly meetings are held between the SEND Governor and the SENDCo to discuss SEND within the school. These can be more frequent if necessary.
- The SEND Governor will report to the Governing Body at regular intervals.
- Governors will have regard to the new statutory SEND Code of Practice: 0-25 years (2014).
- The Governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

Teaching Assistants are utilised in the classroom to provide the required support for children with Special Educational Needs and/or Disabilities. Teaching Assistants who work one-to-one with a child or with a small group of children will be directed by and liaise with the class teacher and/or SENDCo. Appropriate planning and resources will be provided to ensure that the needs of the child/ren is met. Regular support and monitoring will be provided by the SENDCo. Teaching Assistants will receive training appropriate to their need.

### **Special Educational Needs and Disability (SEND) Definition:**

Children have a learning difficulty if:

- They have a significantly greater difficulty in learning than the majority of others of the same age.
- They have a disability which prevents or hinders them from making use of educational facilities that are provided for children of the same age.
- A child or young person has SEND if he/she has a learning difficulty or disability which requires special educational provisions to be put in place for him/her.

A person has a disability if they have a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities. (Section 6), Equality Act 2010.

## Equal Opportunity and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, 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 full participation in a multi-ethnic society.

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 and experiences
- Teachers respond to children's needs by:
  - Providing support for children who need help with communication, language and English.
  - Planning to develop children's understanding through the use of all available senses and experiences
  - Planning for children's full participation in learning and in physical and practical activities
  - Helping children to manage and own their behaviour and to take part in learning effectively and safely
  - Helping individuals to manage their emotions and to take part in learning

Pupils will be taught mainly in class, with support as necessary and withdrawal if this is appropriate. The exact programme for the child's needs will be decided by the SENDCo, parents, class teacher and any other professionals involved in the SEND of the child at the time of the formulation of the initial targets and subsequently at the review times. Differentiation is an integral part of the school's curriculum delivery and thus it should be possible to include most children in all aspects of the school.

If withdrawal is deemed necessary, then the SENDCo and teachers concerned will endeavour to ensure that the children are not denied access to the whole curriculum, including attendance at assembly. Whenever possible those children with SEND are integrated into the whole school day, including outside visits and extracurricular activities.

## Accessibility

Please refer to the 'Accessibility' policy on the school website:

<https://churchstanton.somerset.sch.uk/keyinformation/policies/>

## The Graduated Response and the Assess, Plan, Do and Review Cycle

It is the SENDCo's responsibility to monitor the movement of children within the SEND system in school. The identification of need is established by following the Graduated Approach. This is in conjunction with teacher assessment and pupil progress results.

The graduated response is a cycle of assessment (identification), planning, providing and reviewing support put in place by Early Years settings, schools and colleges.

### The Graduated Response

The class teacher is responsible and accountable for the attainment and progress of the children in their class, including those with SEND. The class teacher's responsibilities include:

- Checking on the progress of all children and where necessary, identify, plan and deliver additional support (this could include one-to-one / small group sessions, targeted support) and letting the SENDCo know when necessary.
- Implementing cycles of Assess, Plan, Do and Review for children who require additional support.
- Identifying children who need Individual Educational Passports (IEP), working alongside the SENDCo to establish small achievable targets that are reviewed termly.
- Planning and delivering a Quality First differentiated curriculum.
- Liaising with parents/carers, TAs as well as external agencies and other support staff or colleagues, where necessary.
- Attend INSET and training sessions.



At Churchstanton Primary school, we utilise our experienced Teaching Assistants to support children with Special Educational Needs and/or Disabilities. Teaching Assistants who provide additional support and are directly involved with a child or group of children, liaise directly with the class teacher or SENDCo to ensure that

teaching and learning is support of our children's needs and scaffolded appropriately. Regular support and monitoring will be provided by the SENDCo.

## **Universal Support**

High quality teaching for all children, differentiated and implemented by the class teacher for all children. This includes high-impact, targeted lessons in response to children who have or may have Special Educational Needs.

Teachers carry out continuous teacher assessment, both formal and informal, to establish the attainment of each child. These are used to inform future planning through assessing, planning, teaching, and reviewing cycles and targets for pupils are created by the class teacher, with the support of the SENDCo. Progression and outcomes are shared at Pupil Progress Meetings.

It is at this point in which smart, achievable targets are issued via an Individualised Education Passport (IEP), which are set by the child, class teacher and parents and reviewed regularly with the SENDCo.

## **SEND Support**

This is universal plus targeted additional and different interventions which are designed to support children through special educational provision. This aims to remove barriers to learning and to support children to make accelerated progress towards their specific learning outcomes. These interventions tend to be delivered to groups of children with similar additional needs. Examples of SEND support are the Speech and Language programme, Individualised Literacy Intervention (ILI), Talk Boost, Phonics development, KS2 Spelling focus, Maths Booster etc. SEND support interventions can be adapted and used for children who require High Needs support.

These interventions may be:

- in small groups within the classroom.
- in small groups in a nurture space outside of the classroom.
- led by the class teacher or Teaching Assistant who is trained to deliver the intervention.
- delivered through additional or external support (E.g., reading ambassadors, SATs boost etc.)

## **High Needs Support**

High needs support encompasses both universal and SEND support, as well as highly personalised provision for children who, despite the school having taken relevant and purposeful action to remove significant barriers to learning, require a

high level of exceptional support. Children who require a high level of exceptional support are considered for the request of an Educational Health Care Plan (EHCP) to access the high needs top-up funding for specialist support.

Intervention for High Needs Support may include:

- Specific individual learning programmes in school.
- Local Authority central services such as the Learning Support service, Educational Psychology service or Sensory Service.
- Outside Agencies such as the Speech and Language Therapy Service/ Occupational Therapy etc.

Under the Somerset Framework, 'High Needs' is for those children whose complex needs meet the High Needs Banding Criteria using the Somerset County Council Banding Descriptors.

<https://somersetcc.sharepoint.com/sites/SCCPublic/Somerset%20Local%20Offer/Forms/AllItems.aspx?id=%2Fsites%2FSCCPublic%2FSomerset%20Local%20Offer%2FBanding%20Descriptors%20%2D%20local%20offer%20version%2Epdf&parent=%2Fsites%2FSCCPublic%2FSomerset%20Local%20Offer&p=true&ga=1>

## **Education, Health Care Plan**

The Local Authority may action an Education Health Care Plan through statutory assessment if a child's complex needs that are in line with High Needs criteria would be unlikely to be met without the requirement of a placement in special provision or a highly coordinated multiagency provision in a mainstream school.

Children's Individual Education Passports will be reviewed termly by the school. Targets and outcomes within the IEPs are continually assessed by the Class Teacher and reviewed in collaboration with the SENDCo, to ensure new targets are updated as quickly as possible. The SENDCo will meet regularly with the Class Teacher and Parents to discuss the progress of their children.

Interventions may no longer required if a child is making expected or accelerated progress. The child's progress will continue to be monitored in-line with the whole school assessment criteria.

## **Supporting Children and Families**

At Churchstanton Primary School, we understand the importance of supporting children with SEND and their families. We do this in the following ways:

- Parents of a pupil who is receiving additional support, even if they are not yet on the Register, are informed when this commences and the reasons for the need explained. When this extra help is stopped the parents will be informed and progress is monitored.



- Parents of those pupils who are to be put on the SEND register are informed of this and targets are set together at a liaison meeting with the SENDCo and teacher.
- Targets and progress are discussed at Parents Evening each term or as often as appropriate.
- Meetings for those pupils on SEND support are organised with parents and any professionals working with their children. Parental consent is sought before any other professionals are involved.
- In addition, pupils with an Education and Health Care Plan (EHCP) will have an annual review with the parents, SENDCo, class teacher and professionals involved if they are able to attend and if required the Parent and Family Support Adviser (PFSA) will be contacted.
- The 'SEND Information Report' is on the school website.
- Where appropriate, the children themselves will be involved in setting their own targets and in self-assessment activities to help them monitor their progress. They will attend the first part of their review and discuss their progress.

## Supporting Children Looked After (CLA) and/or Previously Looked After Children (PLAC)

At Churchstanton Primary School, we are committed to providing high quality education for all children including those who are Children Looked After (CLA) or Previously Looked After Children (PLAC). It is the role of the designated teacher for CLA and PLAC children to ensure that the needs of these children are fully considered by the school to ensure a minimum disruption to their learning and educational experience.

The designated teacher has a leadership role in promoting the educational achievement of every CLA and PLAC on the school's roll. This involves, working with the Virtual School Team to promote the education of CLA and PLAC and promoting a whole school culture where the personalised learning needs of these children matter and their personal, emotional and academic needs are prioritised.

The designated teacher takes lead responsibility for ensuring school staff understand the things which can affect how CLA and PLAC learn and achieve and how the whole school supports the educational achievement of these children.

The designated teacher promotes the educational achievement of CLA and PLAC by contributing to the development and review of whole school policies.

The designated teacher promotes a culture in which CLA and PLAC:

- Are able to discuss their progress and be involved in setting their own targets, have their views taken seriously, and are supported to take responsibility for their own learning.
- Are prioritised in any selection of pupils who would benefit from one-to-one tuition, and that they have access to academic focused study support.
- Are encouraged to participate in school activities and in decision making within the school and the care system.
- Believe they can succeed and aspire to further and higher education or highly skilled jobs; and can discuss difficult issues (such as SEN, bullying, attendance) openly with a trusted adult.

The designated teacher is a source of advice for teachers about:

- differentiated teaching strategies appropriate for individual children who are CLA or PLAC
- the use of assessment in line with the graduated approach to improve the progress of CLA and PLAC
- the implementation of appropriate intervention support to support the attainment of CLA and PLAC

The designated teacher works directly with CLA and PLAC and their carers, parents or guardians to:

- promote good home-school links
- support progress by paying particular attention to effective communication
- ensure they are aware of how the school teaches core skills such as reading, writing and maths.
- encourage high aspirations and working with the child to plan for their future success

The designated teacher has lead responsibility for the development and implementation of EPPLACs for PLAC within school in partnership with others as necessary. The designated teacher works closely with the school's Designated Safeguarding Lead to ensure that any safeguarding concerns regarding CLA and PLAC are responded to quickly and effectively. The designated teacher is aware that the Virtual School Team provides information and advice to parents and designated teachers on meeting the needs of PLAC. The designated teacher should fully involve parents and guardians in decisions affecting their child's education, including any requests to the Virtual School Team for advice on meeting their individual needs.

## **ROLES AND RESPONSIBILITIES OF ALL STAFF**

All staff in this school will:

1. have high expectations of CLA and PLAC's learning and set targets to accelerate educational progress;
2. be aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour;
3. understand how important it is to see CLA and PLAC as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their looked-after or previously looked-after status;
4. appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported;
5. have the level of understanding they need of the role of social workers, Virtual School Team and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child;
6. for PLAC, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

## **ROLE AND RESPONSIBILITY OF THE GOVERNING BODY**

The governing body of this school will:

1. ensure all governors are fully aware of the legal requirements and guidance for CLA and PLAC;
2. ensure that there is a named designated teacher for CLA and PLAC;
3. through the designated teacher, hold the school to account on how it supports its CLA and PLAC (including how the Pupil Premium Plus is used) and their level of progress;
4. be aware of whether the school has CLA and PLAC and how many (no names);
5. liaise with the Head Teacher to ensure that the designated teacher is enabled to carry out her/his responsibilities in relation to CLA and PLAC;
6. ensure the designated teacher is able to access training needed to fulfil the role of designated teacher.
7. support the Head Teacher, Designated Teacher and other staff in ensuring the needs of CLA and PLAC are met

## **Supporting Children at School with Medical Conditions**

Please refer to the 'Supporting Pupils with Medical Conditions' policy on the school website:

<https://churchstanton.somerset.sch.uk/keyinformation/policies/>

## Monitoring and Evaluating SEND

The SENDCo monitors the movement of children within the SEND system in school. Staff and Governors are provided with summaries of the impact of the policy on the practice of the school. The SENDCo evaluated the impact of SEND interventions and feeds back during staff meetings.

The SENDCo is involved in supporting teachers involved in drawing up IEPs for children. The SENDCo and the Head teacher hold regular meetings to review the work of the school in this area including staff meetings and Pupil Progress meetings. The SENDCo and the named governor with responsibility for special needs have regular contact.

The Governing body review this policy regularly and considers any amendments in the light of the annual review findings. The SENDCo reports the outcome of the review to the governing body.

The criteria for success of the SEND provision provided for children at Churchstanton Primary school is as follows:

- SEND Register to be updated at least twice annually
- Parents/carers to be kept regularly informed and involved.
- Clear, relevant SEND paperwork to be filed and stored securely.
- External Agencies to be involved where appropriate to support a child's needs.
- Agencies to be managed effectively by SENDCo
- INSET/SEND updates to be passed on to colleagues where appropriate.
- Intervention and Vulnerable Pupil Profiles to be kept up to date by all staff who engage with the child involved.

## Partnership with External Agencies

Annual review meetings are held in which the SENDCo and another member of the Senior Leadership Team (SLT) discuss the SEND within the school through a multiagency led approach to school development and improvement. Children with SEND are discussed, and strategies are developed to support their need. The SENDCo is responsible for sending information about children to be discussed to the team before the planning meeting. Minutes of these meetings and action to be taken are given to the Head Teacher, the SEND Governor and the teachers and placed in the SEND planning file. The annual review meetings are a collaborative process that is available to assist the SENDCo throughout the year.

During visits from support agencies, such as the Speech and Language Services, PFSA, VST etc. the SENDCo, class teacher and the parents can discuss the progress of the children and their future targets and work programmes. Reports are sent to the SENDCo after a visit by the professional and any action points are highlighted and discussed with the class teacher and implemented into the classroom.

## Links with Mainstream Schools and Special Schools

There are regular liaison meetings between the SENDCo and the secondary schools our children attend after Y6. The SENDCos of these schools visit Churchstanton Primary School in the summer term to discuss the transfer of Year 6 pupils with the Head Teacher, Year 6 teachers and SENDCo and spends some time working with any specific children. Individual programmes to support transfer will be arranged when appropriate. When children are to attend other secondary schools, usually outside the County, meetings and visits are arranged with the SENDCos concerned. All records are passed on to the relevant staff of the secondary schools at the end of the summer term. Any child who leaves at any other time will have their records sent on to their new school, along with any pertinent information about programmes undertaken.

The school links with the local preschools to help with early identification of any SEND and the Reception teacher visits both the preschool and the child at home. Arrangements can also be made to visit other preschool settings where appropriate (see Pre-School Liaison Policy). Where necessary, links are made with Special Schools and/or Resource Bases to aid dissemination of effective approaches and techniques. An individual transfer programme is developed for each SEND pupil, which may include supported visits and additional work at school.

## Bullying

Please refer to the 'Anti-bullying' policy on the school website:

<https://churchstanton.somerset.sch.uk/keyinformation/policies/>

## Training and Resources

The SENDCo has completed the National SENDCo Postgraduate Award held by Plymouth University to develop his understanding of the SENDCo role and the responsibilities of the school.

Staff and Governors are encouraged to attend all relevant INSET sessions. In-service training is in line with our School Development Plan and funded by the general school budget.

In addition, Teaching staff and Teaching Assistants attend training sessions relating to their specific roles within school.

Please see the SEND information Report document.

## Storing and Managing Information

All information with regards to SEND is stored in a locked, secure cabinet in school. Online copies of the documents are stored on the school OneDrive in a secure folder. Relevant documentation is shared with staff and copies are returned to the secure folder after use. Only SLT and teachers have access to the secure OneDrive folder.

## Reviewing the Policy

This policy is to be reviewed on an annual basis, in collaboration with the Head teacher, teachers, governors and parents.

## Dealing with Complaints

Complaints about our SEND provision should be made to the class teacher and/or SENDCO in the first instance. A written complaint can be submitted to the Head teacher and SEND Governor to be considered if further action is deemed necessary. The complaint should then be considered by a panel of Governors if still unresolved. Thereafter, an appeal by the parent should be made to the Secretary of State at the Department of Education. The complaints procedure is available to view in the school office.

Sam Turner  
KS2 Teacher and SENDCo