



**Devonshire Road Primary School**  
**Policy for Pupils Requiring Special Educational Needs/Disability Support**  
**(SEND Policy)**

Date of last review: Autumn 2022

Date of next review: Autumn 2023

This policy follows The Children and Families Act (2014) and SEND Code of Practice 0-25 (2015)

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(NASENCO)

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### **Policy Statement**

Devonshire Road Primary school is an inclusive community that aims to welcome and provide effective provision for all pupils, including those requiring special educational needs support. We aim to provide all pupils requiring special educational needs support with the same opportunities as other pupils at our school, and we are proactive to ensure that these children feel safe and happy at our school.

### **Aims**

- To ensure that, governors, head teacher, staff and other professionals perform their statutory duties, regarding pupils requiring special educational needs support.
- To ensure that every teacher is a teacher of every child, including those pupils requiring special educational needs support – utilising a ‘whole pupil, whole school’ approach to the management and provision for pupils.
- To identify and provide for pupils requiring special educational needs support working within the guidance of the SEND Code of Practice 2015.
- To ensure that pupils requiring special educational needs support play a full role in the life of the school and have full access to educational provision, including school

trips and physical education. We endeavour that these pupils remain happy and healthy, and achieve their potential.

- To raise the aspirations and expectations of all pupils, including pupils requiring special educational needs support.
- To ensure that the school works collaboratively, in partnership, fostering a high level of engagement with children, parents and carers, local authorities, health care professionals, social care and other agencies, for the wellbeing of the child so that his/her needs are effectively supported. We promote a 'team around the child' philosophy.
- To ensure that effective systems, plans, including Education, Health & Care Plans (EHCPs) are developed, implemented and monitored, including appropriate record keeping. Devonshire Road Primary School understands that a child's needs may change over time and will ensure that these plans are adapted accordingly.
- To ensure that all staff maintain confidentiality.
- To review this policy annually.

### **Definition of SEND**

The Children and Families Act 2014 section 20 defines a young person requires special educational needs support when they have either a learning difficulty or a disability and they need special educational provision (SEP) to be made for them. SEP is defined as any education or training provision which is in addition to or different from that generally made for others of the same age in mainstream schools or post-16 institutions in England.

The Code of Practice describes four broad categories of need:

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

While the four categories of need broadly identify aspects of primary areas of need for children and young people, at Devonshire Road we identify the needs of pupils by considering the needs of the whole child. The Code of Practice refers to a single group of children who have SEND but who do not have such needs that require an EHC plan as receiving 'SEND Support'. These children will be listed on the SEND Register and will therefore remain on the register unless something changes for them which means that they no longer need SEP.

Pupils will only be defined as requiring SEND support if they do not make adequate progress once they have received interventions, adjustments and quality first, personalised teaching over two terms.

### **What is not SEND?**

- Attendance and punctuality
- Health (alone) and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant (PPG)
- Being a looked-after child
- Behaviour issues, without an underlying barrier to learning.

### **The Role of the Governing Board**

Under The Children and Families Act 2014, governors will co-operate with local authorities in relation to carrying out our duties towards pupils requiring special educational needs support. Section 43 requires our school to admit pupils requiring special educational needs support where our school is named in an EHC plan. Section 66 states that governing boards must use 'reasonable adjustments' to ensure that SEP is made for a pupil. This is a direct legal duty and as such, our governing board will regularly monitor what is happening in school through termly meetings between the SENDCo. and the SEND governor. The governing board will make arrangements to provide for pupils requiring special educational needs support in school, including making sure that a policy for pupils requiring special educational needs support in school is developed and implemented. They will ensure that a pupil requiring special educational needs support is enabled to participate as fully as possible in all aspects of school life. Governing boards will ensure that sufficient staff have received suitable training, and are competent, before they take on responsibility to provide for pupils requiring special educational needs support. They will also ensure that any members of school staff who provide support to pupils with disabilities are appropriately trained, able to access information and other teaching support materials as needed.

### **The Role of the Head Teacher**

The head teacher will ensure that our school's policy is developed and effectively implemented with partners. This includes ensuring that all staff are aware of the policy for pupils requiring special educational needs support and understand their role in its

implementation. The head teacher will also ensure that all staff who need to know are aware of children requiring special educational needs support. They will also ensure that sufficiently trained numbers of staff are available to implement the policy and deliver against all EHCPs and individual healthcare plans (IHPs), including in contingency and emergency situations. This may involve recruiting a member of staff for this purpose. They will also make sure that school staff are appropriately insured and are aware that they are insured to support pupils in this way. They should contact the school nursing service in the case of any child who has a disability that may require support at school, but who has not yet been brought to the attention of the school nurse.

### **The Role of the SENDCO**

- Meet with SEND governor termly
- Ensure that the policy is updated annually
- Request statutory assessment towards an EHC plan and provide any necessary evidence and documentation
- Ensure all provision listed in EHC plans is in place and is reviewed annually at the request of the local authority. The resulting report will be sent to the local authority.
- Nomination, training and monitoring of any designated key workers
- Audit training needs of the staff and organise any necessary training
- Bid for the SEND budget, purchase and allocate resources. Assess the impact of purchased resources
- Complete the SEND report listing expertise available in school, how our school accesses specialist equipment or services, our approach to SEND and our admission arrangements. This will be published online and updated annually
- Planning provision for pupils requiring special educational needs support, using a 'person-centred approach' with class teachers, support staff and external agencies
- Hold Special Needs Review meetings termly with all staff
- Use the local offer to ensure that pupils with SEND receive a full range of appropriate provision
- Keep clear records of pupils with SEND, including provision, progress and outcomes, through the provision-mapping approach – audit provision, collect baseline data, set targets, measure progress and evaluate outcomes
- Ensure provision is reviewed at least termly and parents are informed

- Managing the 'assess-plan-do-review' approach, using our graduated approach to pupils requiring special educational needs support
- Plan, monitor and cost the impact of interventions
- Work collaboratively with external agencies, monitor impact and cost
- Complete, or arrange completion of, Early Help Assessment Forms (EHAF) for pupils requiring special educational needs support
- Encourage a high level of engagement of parents by being available at their request, meeting at least termly, asking for their views through annual questionnaires, providing information and training, etc.

### **The Role of Teaching Staff**

Teacher Standards 2012 make it clear that it is every teacher's responsibility to 'adapt teaching to respond to the strengths and needs of all pupils', through consistent quality-first teaching. As part of their own professional development, teachers will keep abreast of current developments and request training as necessary. School and staff keep a log of any training attended.

Teachers will plan, deliver, monitor and assess all lessons, ensuring that all pupils make (at least) good progress. The teacher is accountable for progress of all pupils in their class, including pupils requiring special educational needs support.

Teachers will direct teaching assistants to work effectively in lessons, supporting individuals and groups of children, to achieve the outcome for the lesson. Teachers will ensure that pupils requiring special educational needs support receive support from the members of staff with the most expertise – the teachers themselves – in the first instance. When planning, teachers will ensure that pupils requiring special educational needs support receive the majority of teaching from the class teacher, but may call on teaching assistants to support them. As part of a lesson, the teacher may ask a teaching assistant to provide a booster session or intervention. In this instance, the teacher will ensure that the teaching assistant is clear of the expected outcome of the session and the teacher will then monitor the impact of the session provided by the teaching assistant.

Teachers will meet with parents as necessary and complete all documentation necessary as part of our graduated response to pupils requiring special educational needs support.

Moreover, teachers will maintain and update provision maps for pupils in their class, detailing evidence or progress according to the outcomes described in the plan. This will be done at least termly. Progress of pupils requiring special educational needs support is shared at Pupil Progress Meetings and at special needs review meetings.

### **The Role of Support Staff**

Alongside teachers, all staff are teachers of all pupils, and therefore respond to the strengths and needs of all pupils. Teaching assistants will work with teachers to meet the needs of individual pupils, support the delivery of lessons, and work with individuals and groups of children, at the direction of the teacher, ensuring that children achieve the expected outcomes of the lesson.

### **The Role of the School Nursing Team**

Devonshire Road Primary School has access to school nursing services. They are responsible for notifying the school when a child has been identified as having a disability which will require support in school. Wherever possible, they will do this before the child starts at the school. They will support staff on implementing an EHCP or Individual Healthcare Plan (IHP) and provide advice and liaison, for example on training. School nurses can liaise with lead clinicians locally on appropriate support for the child and associated staff training needs. Community nursing teams can also be a valuable potential resource for a school, seeking advice and support in relation to children with a medical condition.

### **The Role of Other Healthcare Professionals, Including GPs and paediatricians**

These professionals will notify the school nurse when a child has been identified as having a disability that will require support at school. They may provide advice on developing EHCPs or IHPs.

### **The Role of Pupils Requiring Special Educational Needs Support**

Children are often best placed to provide information about how their barrier to learning affects them. They will be fully involved in discussions (as appropriate and as much as possible) about their provision and contribute as much as possible to the development of, and comply with their provision, including as part of the EHCP or IHP. Other pupils will be encouraged to be sensitive to the needs of pupils requiring special educational needs support.

### **The Role of Parents and Carers**

Our school aims to promote high engagement of parents and carers. Parents and carers will provide the school with sufficient and up-to-date information about their child's needs. They may in some cases be the first to notify the school that their child has a barrier to learning or that a child's need has changed. Parents are key partners and will be involved in the development and review of their child's provision, meets with staff as part of our graduated approach and will be involved in the drafting and implementation of EHCPs or IHPs. They should carry out any action they have agreed to as part of its implementation, e.g. provide equipment and ensure they or another nominated adult are contactable at all times.

### **The Role of Local Authorities**

Local authorities (LAs) must ensure that all pupils requiring special educational needs support receive education or training to 'achieve the best possible educational and other outcomes' (Children and Families Act, Section 19) They are responsible for carrying out a statutory assessment of a child with SEND and must respond within six weeks of the request. The LA will request information from a range of sources, including parents, an educational psychologist, etc. and decide whether an EHC plan should be issued. If issued, the EHC plan will be finalised within 20 weeks of the initial request. Once the EHC plan is finalised, the LA will ensure that specified provision is secured as this is now a legal entitlement.

The local authority will publish the 'local offer', listing all provision available for pupils requiring special educational needs support in our authority along with eligibility information. The Local Offer can be found at:

<https://www.bolton.gov.uk/sendlocaloffer/>

In addition, local authorities are commissioners of school nurses for maintained schools and academies. Under the Children and Families Act 2014, they have a duty to promote cooperation between relevant partners such as governing bodies of schools, clinical commissioning groups and NHS England, with a view to improving the well-being of children so far as relating to their physical and mental health, and their education, training and recreation. Local authorities will provide support, advice and guidance, including suitable training for school staff, to ensure that the support specified within EHCPs and IHPs can be delivered effectively. Local authorities will work with schools to support pupils requiring special educational needs support in attending school full-time. Where pupils will not receive a suitable education in a mainstream school because of their health needs, the local authority has a duty to make other arrangements. Statutory guidance for local authorities sets out that they should be ready to make arrangements under this duty when it is clear that a child will be away from schools for 15 days or more because of health needs (whether consecutive or cumulative across the school year).

## **The Role of Providers of Health Services**

These agencies will co-operate with schools that are supporting pupils requiring special educational needs support, including appropriate communication, liaison with school nurses and other healthcare professionals such as specialist and children's community nurses, as well as participation in locally developed outreach and training. Health services will provide valuable support, information, advice and guidance to schools, and their staff, to support children with SEND at school.

## **The Role of Clinical Commissioning Groups (CCGs)**

CCGs commission other healthcare professionals such as specialist nurses. They will ensure that commissioning is responsive to children's needs, and that health services are able to co-operate with schools supporting children with SEND. If an EHCP specifies health care provision, the CCG will arrange it. They have a reciprocal duty to cooperate under Section 10 of the Children Act 2004 (as described above for local authorities). Clinical commissioning groups should be responsive to local authorities and schools seeking to strengthen links between health services and schools, and consider how to encourage health services in providing support and advice, (and can help with any potential issues or obstacles in relation to this). The local Health and Wellbeing Board will also provide a forum for local authorities and CCGs to consider with other partners, including locally elected representatives, how to strengthen links between education, health and care settings.

## **On-entry Diagnoses of Barrier to Learning**

Devonshire Road Primary School is an inclusive community that aims to support and welcome pupils requiring special educational needs support. We understand that we have a responsibility to make the school welcoming and supportive to these pupils who currently attend and to those who may enrol in the future.

On entry to school, parents will be asked to complete the admission forms. Parents and carers are asked to give as much information as possible. As necessary, details are passed to relevant members of staff and included in the staff handbook.

## **Our Graduated Approach to SEND Support**

Teachers use quality first teaching, utilising support from teaching assistants, subject leaders and SENDCo., to provide for all pupils. If a child is not making expected progress:

- The class teacher uses their professional judgement and makes additional provision for the child within the classroom. At this point, the class teacher will discuss any concerns with the parent or carer.
- If the pupil continues to raise concerns, the class teacher meets with the appropriate DHT/SENDCo. and the pupil receives appropriate interventions and booster sessions. Again, at this stage, class teachers ensure that parents are informed. An individual provision map is put in place when additional strategies (above and beyond the provision for the rest of the class) are in place for that child.
- If these prove unsuccessful, the team around the child may look to make referrals to other, external agencies, such as Ladywood Outreach, the Educational Psychologist or Speech & Language Therapy. This will be done by completing an Early Help Assessment Form (EHAF) with parents/carers, class teacher and SENDCo. Further interventions and adjustments are put in place. The provisions are monitored and reviewed termly (using the assess-plan-do-review approach). Class teachers (and SENDCo., if appropriate) meet with parents or carers to share information about progress towards outcomes.
- If appropriate progress is not being made during the following two terms, and the pupil meets the criteria for High Needs Funding, as set out by Bolton LEA, an EHCP will be requested (See the Role of the Local Authority).

Once a pupil meets age related expectations for two terms, or if accelerated progress has been achieved, the SENDCo. may decide to remove the child from the SEND register following discussions with the parents or carers, pupil and class teacher.

### **Education, Health and Care Plans (EHCPs)**

The Education, Health and Care Plan (EHCP) puts children, young people and families at the very centre of the assessment and planning process, to make sure that their views are not only heard but also understood. This is called person-centred planning and is all about increasing child and parent choice and control. This process focuses on what is important for children and young people – what they and you want to achieve now and in the future. Young people and families help to design the plan.

The EHCP is for children and young people who have special educational needs and disabilities, and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25.

At the start of the assessment, parents and the child or the young person will have the opportunity to say what is working, what is not working and what needs to change. A facilitator will help with this. At the same time a coordinator will gather information from the other people involved and arrange a meeting for all parties to agree the outcomes and how they can best be met. This is all about a partnership between the child, parents and the professionals involved to make the right decisions the family.

The whole process takes 20 weeks. Near the end of this period, the multi-agency group will meet again to confirm the EHCP and decide what support might be eligible to meet the agreed outcomes. The plan will be clear about how much things cost and will have agreed timescales to make sure that it is updated and reviewed regularly, for example annually. The plan will go with the child or the young person as they change services, change schools and also when they leave school and go on to college, work-related training or employment.

### **Individual Health & Care Plans (IHPs)**

Healthcare Plans are used by this school to:

- Inform the appropriate staff about the individual needs of a pupil with a medical condition in their care
- Remind pupils with medical conditions to take their medication when they need to and, if appropriate, remind them to keep their emergency medication with them at all times
- Identify common or important individual triggers for pupils with medical conditions at school that bring on symptoms and can cause emergencies. Devonshire Road Primary School uses this information to help reduce the impact of common triggers
- Ensure that all medication stored at school is within the expiry date
- Ensure our local emergency care services have a timely and accurate summary of a pupil's current medical management and healthcare in the event of an emergency
- Remind parents of pupils with medical conditions to ensure that any medication kept at school for their child is within its expiry dates. This includes spare medication.

For further information and guidance, refer to the school's 'Supporting Pupils with Medical Conditions' Policy which is published on the website.

### **Reasonable Adjustments**

As mentioned in the aims, pupils requiring special educational needs support can expect to enjoy school life to the full at Devonshire Road. Therefore, as part of the risk assessment,

a child's needs will be catered for, for any school visits or out of school activities. All staff attending off-site visits will be aware of any pupils requiring special educational needs support on the visit. They will receive information about what to do in an emergency and any other additional support necessary, including any additional medication or equipment needed.

## **Residential Visits**

Parents are sent a residential visit form to be completed and returned to school shortly before their child leaves for an overnight or extended day visit. This form requests up-to-date information about the pupil's current condition and their overall health. This provides essential and up-to-date information to relevant staff and school supervisors to help the pupil manage their condition while they are away. This includes information about medication not normally taken during school hours. All residential visit forms are taken by the relevant staff member on visits and for all out-of-school hours activities where medication is required. These are accompanied by a copy of any EHCP and IHPs. All parents of pupils requiring special educational needs support attending a school trip or overnight visit are asked for consent, giving staff permission to administer medication, etc. Devonshire Road Primary School ensures the needs of pupils requiring special educational needs support are supported to ensure their involvement in structured and unstructured social activities, including during breaks and before and after school. School ensures that pupils requiring special educational needs support will have full access to extended school activities such as breakfast club, school productions, after school clubs and residential visits.

All staff at this school are aware of the potential social problems that pupils requiring special educational needs support may experience. Staff use this knowledge to try to prevent and deal with problems, in accordance with the school's anti-bullying and behaviour policies. Staff will work to ensure that the child feels safe, and promote reintegration following any extended absence, to promote the child's emotional health and general well-being. Staff use opportunities such as personal, social and health education (PSHE) lessons to raise awareness of barriers to learning amongst pupils, and to help create a positive social environment.

## **Storing and Managing Data**

Devonshire Road Primary School has procedures in place to ensure that pupil data is collected, stored and processed in line with the requirements of The General Data Protection Regulation (GDPR) May 2018. Under this legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal

information, or be given access to your child's educational record, contact Ms K. Branagan, School Business Manager, by email [branagank@devonshire.bolton.sch.uk](mailto:branagank@devonshire.bolton.sch.uk) or by telephone on 01204 333614.

All documents are stored securely in the SEND cupboard, which is kept locked. All confidential documents held electronically are stored within the 'secure' drive of the school's database. In addition, information is held within the SIMs database, access to the SEND section of pupils' records is restricted to authorised personnel.

Under no circumstances are staff permitted to save any electronic documents to a pen drive. In addition, hard copy documents must not be removed from the school premises unless they are being passed to an authorised agent. In this circumstance, documents are personally hand delivered and a transfer of records form will be signed.

### **Complaints**

If parents or carers are unhappy with the SEND support provided for their child, they should refer to the school's Complaints Procedure which is published on the website. These can also be referred to the Department for Education if the complaint falls within the scope of sections 496/497 of the Education Act 1996



## Devonshire Road Graduated Response

### At all stages of the process

Pupils and parents/carers involved

Speedy response to ensure early intervention

Discussions with SENDCo. And SLT

Local Offer utilised

\*\* NB: In specific circumstances, it may be appropriate to go straight to early help





