Downholland Haksayne C.E. Primary School

SEND Policy

Approved by: David Swindells (Headteacher)

Date: November 2026

Review date November 2028

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1. COMPLIANCE AND GENERAL STATEMENT

This Policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 YEARS (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 Years (January 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at school with medical conditions April 2014.
- Safeguarding Policy Accessibility Plan
- Teachers Standards 2012

This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Bill in Spring 2014 and which have subsequently become the Children and Families Act 2014. The act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1st September 2014. This Policy has been created by Mr David Swindells (SENDCO) in liaison with the SEND Governor, SLT and staff, with due regard to the input of pupils and parents with SEND. This policy has been cross referenced with other School Policy documents.

At Downholland Haskayne Primary School, a proportion of pupils require additional support to address one or more barriers to learning. Sometimes, pupils need to be supported for a brief period to help them overcome a transitory difficulty, interventions such as these are monitored and tracked through our provision maps. Other pupils need continuous support throughout their whole time at school, with more specific individual targets, implemented through a Learning Plan or EHC (Educational Health Care) Plan.

In compliance with the current SEN Code of Practice and SEND Reforms, there is a graduated response approach to the identification, provision and support for all pupils deemed to require special educational provision to be made for them at Downholland Haskayne Primary School. Provision will be identified, and progress monitored via Learning Plans. This Policy will set out our commitment to raising aspirations, expectations, and attainment for all pupils with SEND.

The purpose of this document is to describe the provision we make for pupils identified as having a special educational need (SEN) and the principles by which we make that provision. For consistency and clarity, the term SEND is used throughout this document.

2. AIMS & OBJECTIVES

The overarching aim of this policy is to ensure that the needs of pupils with SEND are accurately identified and effectively met so that all pupils can achieve well and develop well both as individuals and as members of the community. To this end, at Downholland Haskayne we aim to:

- Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring
- Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all pupils, including those with SEND
- Make sure that additional support is well targeted, using a blend of in-class support and bespoke intervention (pre-teach / same day intervention)
- Use the most appropriate resources to support learning, ensuring that the development of pupils' literacy skills has the highest priority
- Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEND to ensure that we are providing equality of educational opportunity and value for money

<u>Good practice for SEN children is good practice for all children</u>

3. Identifying Special Educational Needs

Special Educational Needs and provision can be considered as falling into four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical (SEN Code of Practice 2015)

At school we place significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities.

The SENDCo liaises closely with other members of the team to analyse data and individually track children experiencing difficulties. Baseline information, EYFS information, SATs, PIVATS, standardised scores and specialist teacher screening and assessment are all used to identify children who may require additional intervention in order to achieve. The purpose of identification is to work out what action school needs to undertake and not to fit children into a category.

At Downholland Haskayne we identify the needs of our children by considering the needs of the whole child and not just the special educational need.
We consider what is NOT SEN but may impact on progress and attainment:

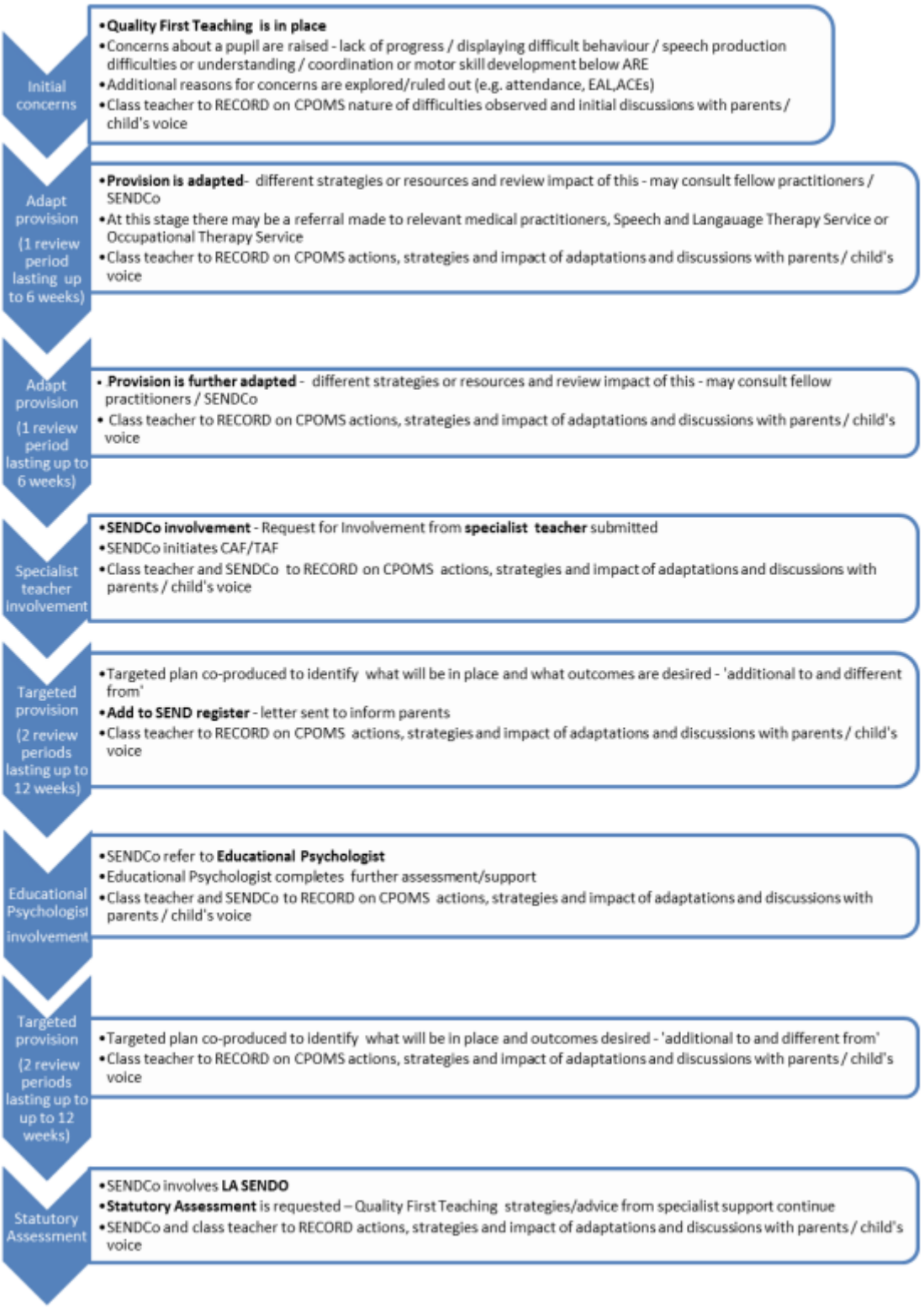
- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings

and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Funding
- Being a Looked After Child
- Being a child of a Serviceman/woman

The Code of Practice (2015) suggests that pupils are only identified as having SEN if they do not make adequate progress once they have had all the interventions / adjustments and good quality personalised teaching Children will only be placed on the SEN Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities. The SEN register is kept by the SENDCo in consultation with class teachers

4. A Graduated Approach to SEN



At Downholland Haskayne high quality teaching (Wave 1), adapted for individual children, is the first step in responding to pupils who may have SEN.
This means:

- That the teacher has the highest possible expectations for all pupils in their class
- That all teaching is built on what children already know, can do and can understand
- Different ways of teaching are in place so that children are fully involved in learning
- Specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support children to learn
- Teachers will let parents know what their child is learning and how they are progressing

At school, we regularly review the quality of teaching for all pupils, including those at risk of underachievement.

Children's progress is constantly assessed and reviewed and any gap or gaps in their understanding/learning will be identified and addressed through targets and interventions. The decision to make Special Educational Provision involves the SENDCo, class teacher, specialist teachers or therapists and Senior Leadership Team. All the information about a child's progress formed from high quality, accurate, formative assessment is considered alongside national data and expectations of progress. Parents, families and children are involved in decisions through the opportunity to attend regular meetings and reviews of provision. This level of support is termed SEN Support and is school based. This may include additional provision at Wave 2 or 3. The programmes of intervention and support for children reflect the need to access the whole curriculum.

Targeted interventions (Wave 2)

- These may be run in the classroom or in sessions outside of whole class learning
- They are teacher led and may be delivered by a teacher or teaching assistant
- These are usually group sessions with specific targets to help children to make progress - targets are used in both group and class work
- Interventions will be assessed and monitored by the school leadership team
- Parents are informed when their child is in intervention groups and targets and progress are shared

Specified Individual support (Wave 3)

- Some pupils will follow 1-1 work; such as if the learner has an Education Health and Care Plan or if they have been assessed by specialist teachers or agencies
- Children with Social and Emotional and Mental health needs are supported by a member of the pastoral team.

For higher levels of need school may liaise with external agencies and professionals. Specialists we liaise with regularly include:

- Speech and Language Therapy Service
- Teacher of The Deaf
- Occupational Therapy
- LA Educational Psychology Service
- SEND Services (LA)

Staff are trained regularly with regard to SEN and specific training is offered according to need. The School Nurse Team are available to train staff for any specific medical need.

We have support assistants trained to cater for varying needs, these being Speech and Language Difficulties, Autistic Spectrum Conditions, and Specific Learning Difficulties SpLD (Dyslexia).

Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants or specialist staff.

We review educational processes for all children in school termly.

5. Managing Pupils Needs on the SEN register

Every class teacher, working alongside other professionals both in and out of school, is responsible for evidencing progress. Children's attainment and progress is reviewed at least termly and next steps put in place from there.

Learning Plans (TLPs) are used to evidence adapted provision as informed by specialist.

Children and families are involved in planning for progress through regular discussions about 'next steps'. The child's voice is central to every review of progress.

A child will be exited from the SEN register when they are accessing adaptation within the class; that is, they do not need anything above and beyond what is offered to the class as a whole.

6. Supporting Children and Families

Families can be directed towards the school's SEN report and Lancashire's Local Offer https://haskayne.lancs.sch.uk/key-information/send in order to make decisions about next steps for children.

Admission arrangements for the school are described in the school's admissions policy. The school welcomes pupils irrespective of their ability and anticipates that the needs of the vast majority of children will be met within existing school provision. Pupils with an Education, Health and Care Plan (EHCP) will not be discriminated against in line with the legislation outlined in the SEN and Disability Act 2001. Building adaptations have taken place to achieve full access to pupils with physical disabilities. Further ramps have been provided around school and there a disabled toilet area.

Transition between school placements and key stages is fully supported at Downholland Haskayne. Children and families will have the opportunity to access support from the SENDCO within school in order to make smooth transitions.

At school we pride ourselves on having strong links with other agencies. We work alongside:

- Parent support organisations

- Local Community Centres
- Children's Social Care
- School Nurse Team

We use the Early Help Assessment (EHA) process and Team Around the Family (TAF) to facilitate links with other agencies.

7. Supporting Children with Medical Conditions

At school we recognise that children with medical conditions should be effectively supported to have full access to education, including school trips and physical education. Some children with medical conditions will be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some will also have SEN and may have an Education, Health and Care Plan which brings together health and social care, as well as special educational provision.

The person responsible for coordinating provision for children with medical needs is **David Swindells**

8. Monitoring and Evaluating SEND Provision in School

The SENDCo regularly completes audits of SEND provision in school in order to gain child, parent and staff views. The SENDCo regularly feeds back to governors following audits of provision. Evaluating and monitoring arrangements promote an active process of continual review in school and improvement of provision for all pupils.

9. Training and Resources

Training needs and resource implications are identified through pupil progress meetings and a Provision Map for intervention is put in place. The Senior Leadership Team is responsible for updating the provision map and overseeing provision in school.

Teacher appraisals and professional discussions for support staff identify individual training needs. Training is put in place in response to these discussions.

Resources are identified to meet individual needs through regular review of pupil attainment and progress.

The SENDCo regularly attends training to keep up to date with local and national updates in SEND.

10. Funding

All mainstream schools are provided with resources that they can use to support those with additional needs, including children and young people with SEN and disabilities. Most of these resources are determined by a local funding formula discussed with the local schools' forum.

Schools have an amount defined within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. (C.O.P. 2015)

11. Storing and Managing Information

Documents are stored securely in school. Hard copies of documents are kept in locked cabinets within locked offices. Electronic copies of documents are password protected. Electronic transfer of records is done securely.

12. Complaints Procedure

If any parent has any concerns regarding the education of their child with SEN they should contact school immediately and make an appointment to see the class teacher or the Headteacher in line with the school's Standard Complaints Procedure. All complaints will be dealt with sensitively and with the child's needs and care at the heart of our work.