

SEND Policy

Policy Review

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Ratified by:	Governors
Date Ratified:	6.10.25
Dissemination:	The policy will be made available to all school staff & on the website

Document Control - Policy Amendments

Date	Version	Summary of Changes	Reviewer/s
Date	1.0	-Reference to Disability (Equality Act) -Documents read in conjunction with -Staff qualifications	T. Abbs

Earith Primary School

Policy for Special Educational Needs and Disability (SEND)

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Governor for SEND – Victoria Mudge

This policy takes account of the SEND Code of Practice 0 -25 years, 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools, DfE Feb 2013
- Schools SEN Information Report Regulations, 2014
- Statutory Guidance on Supporting Pupils at School with Medical Conditions, April 2014

And should be read in conjunction with the school's:

- Information Report
- Accessibility Plan

A disability as referenced by the Equality Act 2010: *if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities*. Further information: <https://www.gov.uk/definition-of-disability-under-equality-act-2010>

Introduction

Earith Primary believes in inclusive education and a person centred approach. We work together to overcome challenges and each individual is stronger and more resilient as a result. This is demonstrated in our school each and every day and lived out through the school's core values – The 5Rs: resilience, readiness, resourcefulness, reflectiveness, and responsibility.

Attendance for pupils with SEND is positive and support staff, teachers and the Head, who is also the SENDCo, can talk about individuals with SEND; what is in place for them, as well as the positive relationships and knowledge they have of the families of pupils with SEND.

Every Teacher is a teacher of every child or young person including those with SEND. Provision for learners with SEND is everyone's responsibility, but starts with a strong emphasis on Quality First Teaching (QFT) from the young person's Class Teacher. The school is committed to raising standards in QFT and targets CPD to this area which they firmly believe complements all learners, especially those with SEND, creating a more positive and therefore more inclusive learning environment.

QFT is the first step of a clear, graduated approach outlining provision that deepens and broadens in response to the changing needs of the learners. The 'ALT Wave Approach to SEND Provision' gives more detail on this.

There is a clear focus in the SEND Code of Practice on the participation of young people and parents in decision-making at individual and strategic levels. It emphasizes high aspirations and a focus on improving outcomes for young people; and includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care. There is also an emphasis on support that enables those with SEND to succeed in their education and make a successful transition to adulthood. This policy sets out how we do this at Earith Primary.

Aims

Our aim is to raise our aspirations and expectations for all pupils with SEND, and to enable them to become confident, independent learners who are ready for their next step, whatever that may be. This Policy focuses on the learning and progress of those children who have needs relating to:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical
- Medical

Every pupil with SEND in this inclusive school has an entitlement to fulfil his/her potential. This is achieved by a detailed knowledge of each learner, their families, early intervention and providing an individualised curriculum as a result of this knowledge.

We recognise that some pupils with SEND may have challenging behaviours. Please read our school behaviour policy on how this is addressed.

We aim to identify pupils with SEND and ensure that their needs are met as early as possible, and to operate a whole pupil, whole school approach to the management and provision of support for special educational needs.

Leadership of SEND

Through its Leadership team, Earith Primary models the ethos that “every teacher is a teacher of SEND”. The SENDCo is also the Head and therefore always a part of the School Leadership Team, with dedicated time to fulfil this role.

School leaders ensure that pupils are identified early and there is a range of interventions that they can quickly access so that progress can be made.

For the most part, learners’ needs will be met through QFT. However, each learner will have provision/adaptations linked to their SEND that is individual and according to their additional needs. This will be agreed between the teacher, SENDCo, parent/carers and pupil where appropriate.

Provision and progress is monitored regularly through progress meetings with the class teacher, and changes made to provision as needed.

We provide training to all staff on SEND, both in relation to individual students and particular types of needs. This training includes induction for new members of staff as well as ongoing Continuing Professional Development (CPD).

The SENDCo has a job description which outlines the expectations of the role.

Identifying Special Educational Needs

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. A range of evidence is collected through the school's assessment and monitoring arrangements.

If this indicates that the child is not making expected progress, the SENDCo may be consulted in order to decide whether additional and/or different provision or further assessment is necessary.

We recognise that there are other factors which may impact on progress and attainment other than having a SEND. For example: attendance and punctuality, health and welfare,

EAL, being in receipt of Pupil Premium Grant, being a Child in Care, being a child of a Serviceman/woman. The SENDCo is also the Head, an alternate DSL and leads in many of these areas so is in a privileged position to be able to consider all influencing factors in order to make more informed, holistic decisions for pupils. For example, becoming involved in the needs and provision for pupils who are looked after and have SEND – attending PEPs and supporting funding as required.

Management of Pupils with SEN

The class teacher is responsible and accountable for the progress of all pupils in their class. They are expected to provide and monitor high quality teaching, using adaptive teaching strategies as opportunities for individual pupils, as the first step in responding to pupils who have SEND.

This will be reviewed as part of an Assess, Plan, Do, Review Cycle with the SENDCo/Headteacher in Pupil Progress Meetings and quite regularly, during separate staff meetings as appropriate, in order to give additional dedicated time to those who need it the most.

Support and training may be offered to the class teacher to improve their understanding of adaptive teaching strategies to support specific pupils.

Where progress does not improve, despite planned provision, a child may be placed on the school's SEND Register.

The school, pupil and parents work together in setting appropriate targets and/or provision for the child.

Earith Primary works closely with outside agencies where the needs of the pupil can't be met internally.

Where the needs of the child are broader or more complex and/or a family may want to access specialist schooling, a child may be put forward for an Education and Health Care Plan (EHCP).

Criteria for Exiting the SEN Register

Where specific planned provision results in accelerated progress; the pupil is working within national expectations and there is no SEN remaining as an impeding factor, they may be removed from the SEND Register and progress monitored.

Provision Map

This is a planning, teaching and reviewing tool that the pupil's teacher organises. It underpins the process of planning intervention for the individual pupil with SEND. It sets out:

- The need that has either been identified or observed by the school and/or external agencies
- The plan that the school/pupil/agency intends to put in place to complement this area of need
- The provisions that are in place in order to complement the need identified
- The adults responsible for leading the provision
- Any classroom/teaching strategies and/or resources that are necessary/useful
- The evidenced impact of the provision and any further remarks and/or next steps/targets needed.

Provision Map is reviewed on an ongoing basis. Ideally enough progress would be made for the intervention not to be relevant anymore. However, if not enough progress is made, interventions will be reviewed and continue. If not enough progress is made in three cycles of a provision based on a similar learning need, then consideration/eligibility of an EHCP

may be made.

Pupil Involvement

The provisions identified are designed to help the pupil move forward with their learning. It is important, where possible, that pupils are actively involved in this process. This means, pupils know and understand why any targets/provisions are in place for them. Knowing this, improves meta-cognition/self-awareness and therefore promotes learning-to-learn strategies for the child – an evidence-based approach that the school tries to foster in many of its young people. The teacher is responsible for making sure that the pupil is aware of what provisions are in place (where appropriate); what their targets are and why.

Parent Involvement

The involvement of parents at all stages in their children's learning is vital to success and the school prides itself on the working relationships it has established with the parents. Parents need to be informed when concerns arise. Staff need to ensure parents are aware of their child's provision and are consulted with, with regard to reviews and how they may be able to support.

Copies of plans and reviews must be made available for parents.

We offer the Team Around the Child/Family support process where appropriate and signpost to other outside agencies through an Early Help Assessment.

Supporting Pupils at school with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so they have full access to education, including school trips and physical education.

Some children will have their medical conditions recognised by their Education and Health Care Plan (EHCP). Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Also see the school's Medical Conditions Policy.

Monitoring and Evaluation of SEND

To ensure the quality of our SEND Provision, the SENCO will conduct regular audits, some jointly with the ALT SEND Team, and some involving the Governor for SEND and Headteacher as appropriate. This might involve:

- Lesson visits
- Book scrutiny
- Data analysis
- Feedback from pupil progress meetings
- Feedback from parent/pupil views
- Monitoring staff training
- Data analysis of intervention programmes (Provision Map)

Training and Resources

The Head Teacher holds the SENCO qualification and there are also Teaching Assistants with expertise & qualifications in other areas such as Speech & Language & Thrive (Thrive Licensed Practitioner).

Provisions for learners with SEND are funded through High Needs Funding for the most complex needs. Some funding may be generated through Pupil or Sports Premium Funding.

The training needs of staff are identified through the School Development Plan; ongoing

monitoring and the school appraisal system, for example.

The SENDCo accesses CPD as required and attends regular SENDCo Network meetings.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school has developed strong links with the SEND Service (0-25) through its Strategic Support meetings involving the Educational Psychologist and Specialist Teaching Team.

The school also works closely with other external agencies such as The Speech & Language Service, for example.

Storing and Managing Information – Confidentiality

Information collected about a pupil's SEND is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupil's parents, the Headteacher or the SENDCo.

Confidential information regarding a pupil's SEND is kept with the SENDCO.

The class teacher's systems may contain information on SEND pupils such as EHC Plans, copies of Assess, Plan, Do, Review documents for individuals with SEND and general data on the class – for ease of access/reference for the class teacher, support staff and/or supply teachers as appropriate. Superfluous paper documents are confidentially shredded in favour of maintaining electronic SEND files between the SENDCO and appropriate parties.

Accessibility

See the school's Accessibility Plan.

Complaints

The Headteacher and all staff are committed to providing the very best education for all children. However, there may be occasions when a parent is not satisfied with their child's provision for SEN. They can request a meeting with SENDCo/Head Teacher (Mr Abbs) where the issues can be further discussed.

A copy of our complaints procedure is available on the school website.



Wave Approach to Special Educational Needs and Disability (SEND) Provision

Waves of Intervention

Wave 1

As per the Code of Practice, the Trust believes that most-high incidence, low level SEND should be supported in the classroom by the class teacher's quality first teaching and appropriate differentiation strategies. Young People (YP) with low level SEND should be assessed and monitored in line with their peer group.

Wave 2

This is where the YP struggles to make progress, despite quality first teaching further investigation is needed to put effective provision in place. A four-part cycle is initiated in Wave 2 in order to fully explore the YP's needs and to formulate a plan for further progress. The class teacher will have ownership over this process but may ask for guidance or advice from the SENDCo or their line manager. The YP is not on the school SEND Register at this stage.

- i. *Assess:* The YP's needs will be explored to form a picture of the current position. External Agencies may be asked to support in this collection of information and the parent/carer and YP will be asked for their views.
- ii. *Plan:* The Teacher will devise a plan to support the YP in making satisfactory progress. Targets will be set and reviewed as part of the plan. Again, ongoing involvement parent/carers/carers and the YP will take place.
- iii. *Do:* The Teacher and support staff work together to plan and assess the impact of the interventions.
- iv. *Review:* The effectiveness of the plan and progress made towards targets will be reviewed and evaluated with the parent/carer and YP (if appropriate) alongside other data if appropriate (e.g. attendance). These will then feed into the next steps.

Wave 2 is about short term intervention/s, with the anticipation that the YP will then return to Wave 1. Where progress is not as expected over a period of time and there appears to be a long term, pervasive additional need, then Wave 3 should be considered and the SENDCo more closely involved.

Wave 3

The YP is included on the school's SEND Register where progress is not as expected over a period of time and the YP is likely to have a pervasive, long term additional need. Where Wave 3 interventions are significant, sustained, and after 3 or more ADPR cycles, and progress is slow or difficult to identify and there is an opinion that a pervasive long term need is present, an application can be made with parent/carer support for an EHCP.

Ongoing, specific support to address a YP's SEND should take place within the school setting, co-ordinated by the Teacher with oversight by the SENDCo. The YP should continue to have provision based around individual learning targets that may not necessarily sit within the school core curriculum. They may include wider social, emotional or self-help targets as

well as/instead of curriculum targets. Targets and provision should be outlined clearly, agreed with parent/carers/carers and YP and other stakeholders as/if appropriate.

Specialists may be contacted and advice gained e.g. Educational Psychologists, Child and Mental Health Service (CAMHS), Visually Impaired or Hearing Impaired Services or Speech and Language Therapists, for example. The SENDCo will liaise with outside agency/s if needed.

As other Waves, the SENDCo should monitor all evidenced based interventions for quality and appropriateness to the needs of the YP.

Wave 4

YPs within Wave 4 will have an Education, Health and Care Plan (EHCP). Within Wave 4 the SENDCo holds responsibility for ensuring appropriate provision is in place, however normally this will be delivered by the Teacher and support staff. Appropriate support is provided to meet the YP's needs within school and external resources as per the YP's individual plan.

The Code of Practice 2015 has full advice in it, however the main points in terms of process are:

- The Academy will review the progress made by the YP and report to the parent/carer/carer regularly. A review of the EHCP including the parent/carer and YP will be held at least annually, inviting relevant Local Authority representation, and where involved with the YP, a health representative and/or Local Authority Social Care representative.
- Two weeks' notice will be given of the meeting and information circulated on the progress made against outcomes will be discussed and new outcomes and targets agreed where appropriate. The YP's plan should be driven by the Outcomes on the EHCP.
- The Academy will send out a report of the meeting to everyone invited within two weeks of the meeting including any recommendations and amendments required to the EHC Plan.
- Within four weeks of the meeting the Local Authority will decide whether it will keep the plan as is, amend the plan, or cease to maintain the plan. They will notify stakeholders of their decision.

For Children in Care it is important that their EHCP and Personal Education Plan work together rather than being documents with different content and outcomes.

Wave 5

YP within Wave 5 will be accessing learning within a specialist placement appropriate to meeting their complex additional needs. They will already have an EHCP in place identifying needs that can't be met within a mainstream environment.

They will need a differentiated curriculum in a setting with small learner numbers and a high staff ratio. Within this setting they will be able to access specialist services such as SALT, Physio and OT to support their needs. They may need therapeutic input such as music or play therapy.

The statutory duties outlined in the Code of practice apply in all settings including mainstream, specialist, academy and maintained schools.

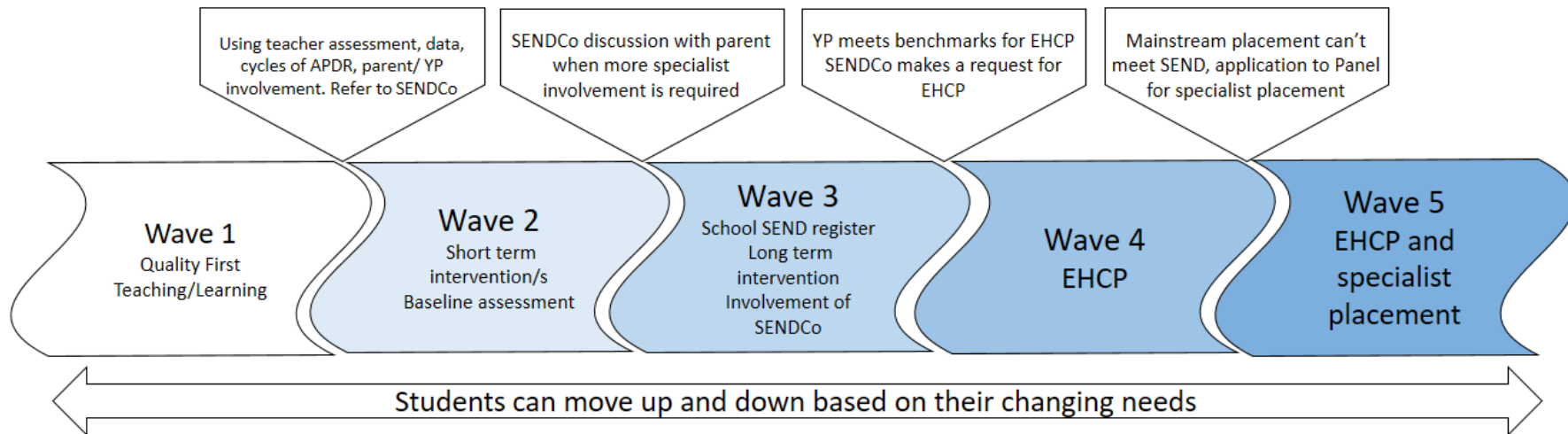
The Waves of provision are fluid processes built on a cycle of interventions. For example, a

YP moving into Wave 2 for assessment and planning may return to Wave 1 if the difficulties faced in accessing learning and making appropriate progress can be met with training, guidance and adaptation in the classroom through Quality First Teaching. Those needing more specific interventions moving to Wave 3 may undertake a targeted intervention of a few weeks in length and return to Wave 1.

Please refer to the SEND Code of Practice 2015 for further information and guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

ALT Wave Approach to SEND Provision



School approaches

Every YP receives at least Wave 1
All staff responsible for ensuring delivery of Wave 1
Expectation of teachers to deliver as per Teacher Standards
Teacher has implemented QFT classroom strategies and follows Assess, Plan, Do, Review (APDR) cycles
Reasonable adjustments are in place in class

Not making expected progress despite reasonable adjustment and QFT at wave 1
Short Term specific intervention required. (specialist, class or curriculum)
Baseline assessments to be completed with recommendations as per school SEND policy
Consider whether YP should be on SEND register

Assessment to establish ongoing area of need/s
Ongoing, specific support to address YP's SEND
Evidenced based interventions monitored by SENDCo
Individual learning plan, measurable targets, provision outlined
SENDCo coordinates provision, assessment, measuring impact and liaising with outside agency if needed
YP recorded on SEND register

YP has significant additional needs which can't be met within the core school curriculum
Support needed over and above Wave 3
YP needs highly personalised and closely monitored provision
May need specialist support from external services
YP recorded as EHCP on SEND Register
At least annual review of EHCP

YP needs can't be met within a mainstream setting
Differentiated curriculum in a setting with small learner numbers and a high staff ratio
Access to specialist services such as SALT, Physio and OT
May need therapeutic input such as music or play therapy
At least annual review of EHCP