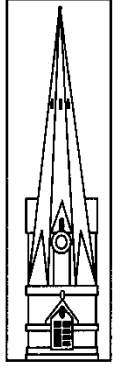


*Higher Walton C.E. Primary
School*



SEND Policy

Last reviewed: September 2024

Next review: September 2025

“Life in all its fullness” (John 10 v 10).

Our SEND policy is based upon our **school core Christian values of friendship and forgiveness, courage and creativity, respect and responsibility, trust and tenacity** along with wider Christian values of love, peace, reconciliation and justice.

MISSION STATEMENT

Higher Walton CE Primary School aims to celebrate everyone’s uniqueness, enabling our children to flourish and reach their true potential. We do this in a caring, supportive and stimulating environment, so that everyone has the very best opportunity to manifest, “Life in all its fullness” (John 10 v 10).

VISION

Our school vision is “Life in all its fullness” (John 10 v 10). Within this school each child is considered as a unique child of God. All members of our school family are welcomed into a safe and secure Christian environment where they are valued, included and accepted. Our Christian ethos promotes self-worth, self-respect and trust, so that everyone develops the confidence to ask questions, talk through problems and explore values and beliefs leading to responsible behaviour and citizenship.

Headteacher: Mrs V. Clarke

SEND Co and Deputy Headteacher: Mrs J Noblet

SEND Governor: Mrs Catherine Prince

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

- Equality Act 2010: advice for schools DfE (May 2014)
- SEND Code of Practice 0-25 (January 2015)
- Child and Families Act 2014
- Statutory Guidance on Supporting pupils at school with medical conditions (December 2015)
- The National Curriculum in England Key Stage 1 and 2 framework document (December 2014)

The SEND policy is written in conjunction with the following school policies:

- SEND Information Report
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Teachers Standards (updated 2013)
- Behaviour Policy
- Equalities Policy
- Teaching and Learning Policy
- Supporting Pupils with Additional Health Needs Policy

This policy was written by Mrs J.Noblet and is reviewed annually.

This policy was reviewed and agreed by Standards and Effectiveness Committee

Introduction

At Higher Walton CE Primary School we endeavour to develop the full potential of all our pupils. In line with our vision “Life in all its fullness”, we are committed to valuing each individual child, meeting the special educational needs of pupils and ensuring that they make progress in an inclusive and safe environment. We ensure that all children are provided with a rich and exciting curriculum and have every opportunity to reach their full potential and develop a love of learning. At Higher Walton CE Primary School we work hard to develop strong relationships with our families built on trust and open communication.

Aims and Objectives

Aims:

- We aim to raise the aspirations and expectations for all children with SEN, with a focus upon outcomes for their future education and lives.
- Ensure all aspects of school life are accessible for every child, through academic, social and practical experiences
- Promote independence, equality and consideration for others
- Ensure that we celebrate the wide range of pupils’ achievement and that all children experience success regardless of SEN, disability or other factors that may affect their attainment
- Support SEND pupils through a Graduated Approach
- Create an inclusive and welcoming atmosphere for parents and carers

Objectives:

In order to achieve our aims and to ensure that children with special educational needs and/or disabilities achieve their full potential and make progress we will:

- Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible, and their progress is closely monitored.
- Ensure that the Graduated Approach is meeting the needs of pupils is adhered to and the Assess-Plan -Do -Review cycle is consistent
- Ensure all teaching and non-teaching staff are involved in planning and meeting the learning needs of special educational needs pupils.
- Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school.
- Ensure good working relationships with parents, carers and the community.
- Ensure that the school liaises with outside agencies effectively to meet the needs of pupils and their families

- Ensure that we are working within the guidance provided by the SEND Code of Practice
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- Give the child 'a voice'. The child will have the opportunity to discuss their needs and provision in a variety of ways, which will help to ensure they are active participants in their learning

Identifying Special Educational Needs

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014:

1. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
2. A child of compulsory school age or a young person has a learning difficulty or disability if they: a) have a significantly greater difficulty in learning than the majority of others of the same age; or b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
3. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Many children may have short or long term difficulties with regards to learning, behaviour, physical disabilities, health issues and emotional problems. These children all have "additional needs".

Many short term difficulties will resolve themselves with a little extra care and understanding from their families, teachers and support from within the community (see Local Offer). Some difficulties may impact on learning and may require additional provision to be made.

What is not Special Educational Needs?

There are many factors which may affect a child's ability to learn, make progress and achieve. These factors may affect learning in the short term or for a longer period but do not alone constitute SEN. School staff will endeavour to support children and families with any issues which may be affecting learning through the appropriate channels. Examples of these factors may include:

- Attendance and Punctuality
- Poor attainment/progress
- Health and Welfare
- Children who learning English as an additional language (EAL)

- Children who are in receipt of Pupil Premium
- Children who are in care (CLA)
- Children with parents who are Servicemen/women •
- Difficult behaviour at home/in school (this is often an underlying response to other needs and not necessarily SEN)
- Children who have having speech and language difficulties which are deemed to be short term.

Children with any of the above issues are continually monitored and placing on the SEND register may be appropriate if there is evidence that there may be SEND. The factors above may contribute to barriers to learning and school would work with parents/carers and relevant professionals to support the child.

The SEND Code of Practice (2015) sets out four areas of special educational need:

- Communication and interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

Further details can be found within our SEND Information Report. More details about SEND reforms and the SEND Code of Practice can be found on the Department for Education's website: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The purpose of identification is to establish the actions the school may take, not to label a pupil in a particular category. As a school we identify the needs of pupils by considering the needs of the whole child, which include not just the special educational needs of the child. The needs of children change as they grow and develop. This will require adjustments to be made to provision and support in school.

Quality First Teaching

Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.'

'A wide range of pupils have SEN, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to EVERY pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum.'

(National Curriculum September 2014)

At Higher Walton CE Primary School teachers are responsible for planning lessons that meet the needs of all children and ensuring that there is appropriate provision to remove barriers to learning. Adaptive teaching strategies eg providing appropriate equipment/visuals, groupings and scaffolded activities are all part of this Wave 1 /Universal Provision.

Wave 2 /Targeted Provision involves teachers planning targeted interventions for any identified 'gaps' in learning. These interventions are usually done in small groups and are aimed at children who can catch up with their peers within a short time frame,

Children with SEND may require 1:1 support to address their needs. This Wave 3/Specialist Provision may take place as part of classroom learning or as a withdrawal intervention, away from the classroom. Any 1:1 support is aimed to support those children with more complex needs, usually those with an Education, Health & Care Plan. This support is to enable the child to become independent within the classroom and aims to support with organisational skills, learning behaviours, emotion regulation, communication and concentration/focus. 1:1 support will not usually be full time; this allows the child to practise their independence for gradually increasing periods of time.

SEN Support

When a decision is made to place a child on our school SEND register, following discussion, parents will receive a written letter confirming this and signed consent will need to be given before the child is added to the register. Parents will have been working closely with the school prior to this and may have had involvement from other agencies.

The support provided consists of a four part graduated approach as advised in the Code of Practice 0-25 years and is described below:

Assess – Plan – Do – Review: This is an ongoing cycle to enable the provision to be refined and revised as the needs of the child are identified/change. This cycle aims to ensure good progress and outcomes.

Assess: The class teacher, working with the parents/carers and SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinions and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be taken seriously and recorded and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and provision is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and

evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted if this is felt to be appropriate, following discussion and agreement from parents.

Plan: Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, provision and support that are required. An Individual Education Plan (IEP) or SEN Support Plan (SSP) will be written which outlines targets, strategies, resources and review dates. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. Support staff may be deployed to work with children on a 1:1 basis if required.

Do: The class teachers remain responsible for working with the pupil on a daily basis and for providing quality first teaching and learning experiences. They will retain responsibility for pupil progress, even when the interventions may involve withdrawal from class. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and needs and strategies and resources for effective support will be provided by the SENDCo. Records of interventions/provision are kept to aid the review and assessment process.

Review: Pupil progress reviews will take place at a termly meeting. Individual Education Plans and will be reviewed formally each term and rewritten. The review process will evaluate the impact and quality of the support and interventions. The SENDCo will revise the support and in light of pupil progress and development, make any necessary amendments going forward, in consultation with pupils, parents and teachers. Where a pupil has an EHC Plan, the local authority must review that plan as a minimum every 12 months.

The Local Offer

The Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to those families in Lancashire that have additional needs/special educational needs. The Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. It is expected that parents/school will draw on the expertise of agencies/services within the community in order to meet the needs of the child. Children with a wide variety of needs will have their needs met through the provisions in place in school and the community.

Lancashire's Local offer can be found on the following webpage:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-anddisabilities/>

Early Help Assessment

Sometimes, where a child has needs which are not being met, there may need for an Early Help Assessment. The Early Help Assessment is an intervention with a family, to gather, explore and analyse with them information about all aspects of the child or young person (and their family's) life and then to identify areas where change will address support needs and positively impact on their lived experiences.

This Early Help Assessment is an assessment tool, which allow professionals to 'pull together' lots of information into one central place. The EHA is a key tool in the early identification of children and young people and families who may experience problems or who are vulnerable to poor outcomes and underpins the work of Early Help. The process identifies unmet needs and works with the family to highlight strengths and protective factors, identifying appropriate actions to address the needs. The voice of the child, young person and family is encouraged throughout the process. At Higher Walton CE Primary School, the SENDCo complete these Early Help Assessments. Once an EHA is completed, there may need for a Team Around the Family meeting. This is an opportunity for professionals, parents and children to come together to plan next steps. Parents can opt in/out of the TAF/EHA process at any time.

Links with other Agencies

In order to meet pupil needs, we develop close links with all relevant external agencies. These include:

- School Nurse
- Community Paediatricians & GPs
- Occupational Therapy Service
- Physiotherapy Service
- Speech and Language Services
- Educational Psychology Service
- Inclusion, Disability and Support Service
- Social Services
- Child, Adolescent and Mental Health Services (CAMHS)
- SEND IEST Team
- Child & Family Wellbeing Service
- Golden Hill Inclusion Support Team

Higher Walton CE Primary School will liaise with any relevant agencies in order to meet pupil needs.

Referral for an Education, Health and Care Plan

The majority of children and young people with SEN or disabilities will have their needs met within our school, through SEN Support. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

A Statutory Assessment is often required where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. Parents can make this request for Statutory Assessment but usually this is done in conjunction with the SENDCo. The decision to make a referral for an Education, Health and Care Plan will be taken at a meeting which involves parents, SENDCo and any professionals working with the child. At this point, the Local Authority SENDO (Special Education Needs & Disability Officer) is usually involved. The school will provide information to the Local Authority for consideration for an EHC Plan.

The whole process of EHC needs assessment and EHC plan development, from the point when an assessment is requested until the final EHC plan is issued, must take no more than 20 weeks.

Information about Education, Health & Care Plans can be found at:

<https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

Further information about EHC Plans can found via the SEND Local Offer:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-anddisabilities/education-healthand-care-plans.aspx>

Education, Health and Care Plans (EHC Plans)

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

1. Following Statutory Assessment, an EHC Plan will be provided by Lancashire County Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved in developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil.

The Annual Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Exiting the SEN Register

Many children who have a SEND diagnosis may have life-long needs and therefore children would remain on the register. However, on occasion, some children may be on the SEND register and it is later deemed unnecessary as their needs have changed and the extra provision is no longer required. The decision to remove a child from the SEND register will be made in consultation with the child, parents, staff and all professionals working with the child. A range of evidence will be considered relating to the child's progress and attainment.

Supporting Pupils and Families

The SEND Information Report is a statutory document which is published on the school website. Mainstream schools and academics, maintained nursery schools, 16 to 19 academies, alternative provision academies and Pupil Referral Units, have a statutory duty to annually publish their SEND Information Report.

Supporting Pupils at School with Medical Conditions

As a school, we recognise that pupils at school with medical conditions should be properly supported so that they have access to education, including school trips and physical education. 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. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed.

Behaviour expectations and SEND

In order to maintain a safe, purposeful and effective learning environment we aim to establish a culture that consistently promotes excellent behaviour and provides the support needed for all children to achieve and thrive. Some children with SEND may have behaviours that arise from additional needs and the law requires flexibility and responsiveness, often through provision that is 'additional to/different from' the main offer, in order to meet those needs. In addition, children with SEND may have behaviours that are not arising from SEND and other children's behaviour maybe arising from SEND that has not been identified or understood. Our behaviour systems in school are consistent and have expectations as the norm, but are also

flexible enough to allow children to learn from their behaviours and move forwards in a positive and reflective manner.

In cases of already identified SEMH or SEND, support will be put in place by the school's SENDCo and any plans will identify the necessary provisions needed.

If there is a continuation of behaviour (either frequent unwanted or significant) assessments may be carried out to determine other difficulties/undiagnosed needs. Sanctions such as exclusion may be considered if necessary. Please refer to the school Behaviour Policy.

Roles and Responsibilities

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Higher Walton CE Primary School, this role is undertaken by Mrs Catherine Prince, who will meet regularly with the SENDCo Mrs J. Noblet. The appointment of SEN Governor is reviewed annually in the autumn term.

The Role of the SENDCo at Higher Walton CE Primary School

The SENDCo has day-to-day responsibility for the operation of the SEND policy and coordination of provision to support those with SEND, including those with EHC plans. The SENDCo provides professional guidance to colleagues and will work closely with staff, parents, carers and other agencies.

The SENDCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to the family ensuring that children with SEND receive appropriate support and high quality teaching. The key responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND •Liaising with relevant designated teacher where a looked after pupil has SEND
- Advising on a graduated approach to providing SEND support
- Advising on the deployment on the school's designated budget and other resources to meet pupils' needs effectively
- Liaising with parents of children with SEND
- Liaising with EYFS providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a point of contact with external agencies, especially the LA and LA support services
- Liaising with potential next providers of education to ensure a young person 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 regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all children with SEND up to date

Designated Teacher with Specific Safeguarding Responsibility

Please refer to our Child Protection and Safeguarding policies for further information about safeguarding. The Designated Senior Leader for Child Protection is Mrs Clarke and the Deputy Designated Senior Leaders for Child Protection are Mrs Noblet and Mrs Rourke.

Admission Criteria

Children are admitted according to the school's criteria. The school operates its equal opportunities policy with regard to pupils with special needs and disabilities. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements.

The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant documentation and ensure appropriate provision is put into place for the child. The school's Admissions policy can be found on the school website.

Access for People with Disabilities

To ensure access for pupils, parents and visitors with disabilities, our single storey school, provides wheelchair accessibility. There are two disabled parking spaces and a disabled toilet. The school has an accessibility plan which evaluates the physical, curriculum and information accessibility for all the pupils with SEND. The aim of the plan is to evaluate and develop inclusive practice and create an inclusive environment for all pupils with SEND.

Records

In line with General Data Protection Regulations 2018, the school maintains records securely. The Data Protection Policy gives further information about the storing and retention of pupil records. At Higher Walton CE Primary School, we use an online recording system (CPOMS) to keep records relating to SEND, Child Protection, Safeguarding and Behaviour.

Any paper copies of documents are stored in locked cupboards. Transfer of Pupil records are carried out within 10 working days and a receipt is obtained as proof of transfer. Where possible, records are hand delivered. If hand delivery is not possible a copy of the records is made, the records are sent by recorded delivery and the copies are only destroyed when we receive confirmation from the school that they have been received.

Partnership with Parents

We will actively seek a close liaison with parents at every stage when considering a child's special educational need. Class teachers will inform parents of areas of concern that they may have about children. At this stage we will encourage regular contact with parents so they can support the work of the classroom with the child at home. When a child is on the SEND register, parents will be invited to a termly review of the IEP. Parents will be involved in the 'assess, do, plan, review' process and their contributions will be valued. Any external agency reports/assessments will be discussed and shared with parents.

Monitoring and Evaluation of SEND

All progress, assessments and teaching strategies must be carefully monitored and reviewed to evaluate the quality of the provision we offer to our pupils. This process will be ongoing and will be important in informing the 'graduated' approach to supporting each child. This planning will consider a child's strengths as well as needs and will focus on a range of strategies. Pupils and parents will be involved in reviewing our provision during review meetings. The SENDCo will deploy support staff to make necessary extra provision for the child within the limits of available school resources. The effectiveness of the SEND policy will be monitored regularly through:

- The monitoring of standardised test results
- Progress against individual targets
- Pupils work/interview/tracking
- Senior Leadership Team Meetings
- Classroom observation and/or review of planning documents
- Pupil Progress Meetings
- Professional dialogue with colleagues and parents
- Governing body, through their monitoring policy
- Audit of those identified as underachieving

Pupil Transfer Procedures

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school: The SENDCo will undertake a pre-visit (where appropriate) or speak to the previous school's SENDCo. Your child will be able to visit our school and stay for taster sessions (where appropriate). A Transition photo book will be provided, (if necessary) to enable the pupil to familiarise themselves with the key members of staff and surroundings prior to entering the school.

If your child is moving to another school: We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school: Information will be passed on to the new class teacher in advance and a transition morning will take place with the new teacher, in the new classroom. There will be opportunities to make additional visits to the new classes, if this is appropriate. Some children may find it useful to have photographs of key members of staff and of the new classroom, playground, cloakroom etc.

In Year 6:

Each year, pupils visit their forthcoming secondary school for a taster day and also secondary teachers from the local schools visit to help ease the transition from Year 6 to Year 7. The SENDCo will discuss the specific needs of your child with the secondary school SENDCo and additional visits are arranged where appropriate. Your child will also participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

If your child would be helped by a more personalised transition programme to support them in understanding moving on, one will be devised for them.

Finance and Resources

The Governors will ensure that the needs of pupils are met by employing a SENDCo and support staff to support teachers and pupils. Resources and equipment will be purchased when necessary.

The Headteacher and SENDCo will use the pupil's Educational Health Care Plan (EHCP) and LEA Banding Document to identify the areas of pupil need and make appropriate provision.

Training

The budget ensures that staff can receive specific SEND training and that the SENDCo can attend SENDCo network meetings to keep up to date with local and national SEND issues and updates. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all the pupils, all staff are encouraged to undertake training and development. The SENDCo identifies SEND training through conducting staff skills audits and through evaluating the specific needs and requirements of individual children.

Considering Complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues, then the SENDCo and class teacher will work together with the parents to solve the problem. If the Headteacher is unable to resolve the difficulty the parents' concerns should be put in writing to the SEND Governor (Mrs Catherine Prince).

Bullying

Bullying is dealt with swiftly and effectively at Higher Walton CE Primary School. Please see our Behaviour Policy for more details about our procedures. We recognise that vulnerable learners at our school could be at greater risk of bullying. Staff therefore actively seek to ensure that they are protected by following the procedures detailed in our Behaviour Policy.

Target Setting

A detailed SEND action plan was written in December 2023 as part of our external SEND audit. It is reviewed termly and used to inform future action plans, which are written every September and also reviewed at least termly. Our policy will be reviewed in the Autumn Term of 2025.

