



# SEN Policy

<b>Responsible Person</b>	<b>Mrs G Beetham</b>
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# Trawden Forest Primary School

## Special Educational Needs and Disability (SEND) Policy

This SEND policy is written to comply with the Children and Families Act 2014 and its SEND Code of Practice 0-25, together with the Equality Act 2010. This policy was created by the School's SENDCo in liaison with the SLT and SEND Governor.

### Vision

As a school community, we nurture pupils to become motivated and resilient so that they can reach their full potential, whilst being encouraged to be curious and develop a life-long love of learning. We understand that each pupil possesses unique qualities and, we seek to recognise their individuality and develop who they are in a safe, respectful and caring environment. Here at Trawden, we aim for every child to acquire essential knowledge to become successful and this is firmly rooted in our ethos where 'every child matters; every moment counts.'

### Aim

We aim to provide every child access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

### Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is done by gathering information from parents, education, health and care services where appropriate.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure that pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCo and Headteacher and managed on a day-to-day basis by class teachers. It will be carefully monitored and regularly reviewed by class teachers in order to ensure that individual targets and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, and providing regular feedback in their child's progress.
- **Work with, and in support of, outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include the Educational Psychology Service, Speech and Language Therapy and Children and Adult Mental Health Service (CAMHS).
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is essential and is gathered throughout school by wider opportunities such as school council, residential visits, school plays, sports teams and play leaders in the playground.

### Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mrs Lisa Stinchon (headteacher).
- The person responsible for overseeing the day-to-day provision of education for pupils across school with SEND is Mrs Gemma Beetham (SENDCo).
- Class teachers are responsible for the progress and provision of the children in their class.

### Arrangements for coordinating SEND provision

The SENDCo will hold details of all SEND records for individual pupils across the school with information also being recorded on CPOMS. Class teachers have access to all key information relating to their SEND children and have access to CPOMS.

### All staff have or can access:

- The SEND policy
- A copy of the SEND register
- Guidance on the identification of SEND in the Code of Practice
- Different waves of intervention available at our school and through outside agencies.
- Practical advice, teaching strategies and information about types of special educational needs and disabilities.
- The Information Report.
- Information available through Lancashire's SEND Local Offer.

This will help ensure that staff have complete and up-to-date information about all pupils with special needs and their requirements, which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

### Specialist SEND provision

We are committed to whole school inclusion and support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary. This may include support from a range of external agencies such as Specialist Teachers, Educational Psychologists, Speech and Language, Occupational Therapy etc.

### Facilities for pupils with SEND

The school complies with all relevant accessibility requirements. Please see the school accessibility plan for more details.

### Allocation of resources for pupils with SEND

It is likely that a child with SEND will require support from a teaching assistant in addition to quality first teaching and a range of strategies within the classroom. This may be support during a lesson or through a targeted intervention outside the classroom. Both TAs and interventions are funded through the school budget and overseen by the Headteacher and SENDCo.

### Identification of pupil's needs

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.

The Code of Practice identifies four broad categories of SEND:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Physical and Sensory

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it **may** be that the child has SEND. Information will be gathered from parents, teachers and the pupil where appropriate.

Other factors such as attendance, attending lots of different schools, difficulties with speaking English, being in receipt of a Pupil Premium Grant, being a Looked After Child, and other worries may affect progress. At Trawden we understand that many learners may be vulnerable but this does not necessarily mean that they have SEND.

A child's behaviour is not necessarily described as SEND. Concerns relating to children's behaviour will be described as an underlying response to a need which we will recognise, identify and address.

## A graduated response

### Quality First Teaching

- a) Any pupils who are falling outside the range of expected academic achievement will be monitored.
- b) Once a pupil has been identified as **possibly** having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style required.
- d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register, they may also fall into this category as continued monitoring will be necessary.
- g) Parents/carers will be informed of every stage of their development and the circumstances under which they are being monitored and supported. They are encouraged to share information and knowledge with the school.
- h) The child may be recorded as being under observation due to concern by the parent/carer or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.

## SEND support

Where it is determined that a child does have SEND, parents will be formally advised and the child may need to be added to the SEND register. The aim of formally identifying a child with SEND is to help school ensure that effective provision is put in place, therefore removing barriers to learning.

If the learner is identified as having SEND, it may be necessary to provide support that is '**additional to**' or '**different from**' the differentiated approaches which are provided as part of high quality, personalised teaching. A child may be given a diagnosis by an outside agency but this does not necessarily mean that they will be placed on the SEND register in school. They will be monitored closely, and provision will match their need, but the provision they require may not be different to many others in school and therefore they would not meet the above criteria of needing provision that is '**additional to**' or '**different from**'. Children falling in this category will be closely monitored by class teachers and discussed with the SENDCo as appropriate.

The school's child-centred approach is underpinned by an Assess, Plan, Do, Review cycle in the identification of SEND. This is on-going cycle which enables the provision to be refined and revised as necessary to support the needs of the child.

**Assess** – this involves analysing the pupil's needs using the class teacher's assessments and experience of working with the child, details of previous progress and attainment and the views of parents/ carers. The pupil's views, and advice from external agencies where relevant, will also be considered.

**Plan** – identify barriers to learning, intended outcomes and details of support. This information will be recorded on a Provision Map which will be reviewed at least termly with parents/carers. Clear outcomes will be detailed on the Provision Map so that progress can be clearly measured.

**Do** – provide the additional support. The class teacher is responsible for working with the child on a day-to-day basis which includes overseeing interventions undertaken outside of the classroom. Teachers work

closely with the teaching assistant delivering the intervention to discuss progress and to ensure links are made with classroom teaching.

**Review** - measure the impact of the support provided and consider any changes which may need to be made. All of those involved with the child will contribute to this review which will happen at least termly.

This additional support will be tailored to meet the child's needs and will target the area of difficulty. These interventions may be within class, with a small group of children with similar needs or on a one-to-one basis. The support provided, and its impact, will be monitored closely and shared regularly with child and with their parents or carers.

## **Exiting the SEND register**

Where a child has made good progress and is beginning to reach age related expectations in their learning, it may be appropriate to remove them from the SEND register. They will continue to be closely monitored by staff and parents will be informed.

## **Supporting pupils at school with medical conditions**

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, we will comply with our duties under the Equality Act 2010.
- Some may also have special educational needs (SEND) 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 (2014) is followed.
- Please see our policy for 'Managing Medicines' for further information.

## **Referral for an Education, Health and Care Plan (EHC Plan)**

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school. This will occur when the complexity of the need, or lack of clarity around the needs of the child, are such that a multi-agency approach to assessing that need, planning provision and identifying resources is required. Prior to this point, strategies and advice from external agencies such as specialist teachers or Educational Psychologists will have been sought and implemented over time.

The decision to make a referral for an EHC Plan will be made at a progress review meeting and will combine information from all those involved. This will include information regarding current provision, actions that have been taken, evidence and impact of implementation of advice from specialist teachers or Educational Psychologists and progress made over time. A decision will be made by a panel made up of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan.

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

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

## **Education, Health and Care Plans (EHC Plan)**

- a) Following Statutory Assessment, an EHC Plan will be provided by Lancashire County Council if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and child's parents/carers will be involved in developing and producing the plan.
- b) 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.
- c) 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/carers and the pupil. The annual review enables provision for the pupil to be evaluated, and where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school, taking into account the views of the parents/carers as far as possible. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting although interventions may be delivered outside the classroom. Where this is not possible, the SENDCo will discuss alternative arrangements with the parents/carers.

Staff are given regular training and advice on how support children with SEND. In-class provision and support are deployed effectively to ensure that the curriculum is differentiated to target individual needs. Resources are adapted where necessary to accommodate the needs of all children.

We set appropriate and challenging individual targets that motivate pupils to do their best, and celebrate achievement at all levels.

## **Inclusion of pupils with SEND**

The headteacher and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

School will seek advice from external agencies where appropriate. Advice may be sought from a specialist behaviour unit for children who are presenting with severe behavioural concerns.

## **Social, Emotional and Mental Health Needs**

We are a nurturing school and place great importance on the wellbeing of our children. We are aware that there are many reasons why a child may be displaying these difficulties in school and the support they receive will be individualised to meet their needs. We are also committed to working in partnership with parents as we recognise the wealth of information they can share about their children and the positive impact it can have on a child's wellbeing and behaviour if both school and home work closely together. Every class has a well-being area in which children can access resources to help them to recognise and understand their feelings. It is also a place where we celebrate the little things that they do for each other.

Our nurture lead currently runs a range of nurture groups in which the children undertake different activities to enhance and develop their social skills and confidence when communicating with others. Some children also have additional 1:1 or small group sessions to target specific areas for development such as understanding and managing their emotions and how to build and maintain friendships.

We also run our 'Friendship Group' at lunchtimes where children can choose to go to quieter place, relax, chat and take part in different activities.

Where difficulties persist, despite targeted, outside agencies may be requested, with the parents' consent. This may include: services from the Local Authority, Behaviour Specialists, Clinical Psychologists and Educational Psychologists. We may also ask for support from behavioural outreach units such as the District 13 Inclusion Hub.

## **Evaluating the success of provision**

- Assessments will be carried out prior to the intervention so that progress can be measured.
- Regular reviews will take place to ensure that the intervention is having an impact.
- Should progress be less than expected, consideration will be given to adapting the frequency, duration and delivery of the intervention or a different intervention may be used.
- Reviews will take in to account the views all those involved with the child.
- Where difficulties persist, despite targeted, reactive intervention over a period of time, outside agencies may be requested, with the parent's consent. This may include: services from the Local Authority, Speech & Language Therapy Services, Occupational Therapy, Physiotherapy, an Educational Psychologist or health services such as a paediatrician.

## **Complaints procedure**



If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment should be made with the class teacher. If this is not possible, or appropriate, then an appointment should be made with the Headteacher or SENDCo through calling the school office or via email.

## **Bullying**

We build on the strong values that our children have by celebrating difference and promoting acceptance for all. The whole school takes part in annual anti-bullying weeks and we also address these issues through our regular PSHE sessions and as they arise across school. We take the responsibility of protecting our children, including our vulnerable learners, from bullying very seriously. Any reports of bullying are addressed immediately and investigated fully. See our bullying policy for more information.

## **Staff training (CPD)**

We aim to keep all staff up-to-date with relevant training and developments in relation to teaching children with SEND. The SENDCo attends relevant SEND courses and Cluster Meetings, and signposts SEND focussed external training opportunities for staff. We recognise the need to train all our staff on SEND issues and plan for this throughout the year during staff meetings and INSET days.

## **Links to support services and outside agencies**

The school continues to build strong working relationships with outside agencies and services in order to fully support children with SEND. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. An outside agency may raise further concerns about a child which will be reported to the SENDCo and then discussed with parents/carers.

## **Pupil Voice**

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability), including on their Provision Map and through different committees such as School Council. These views are welcome at any time but are specifically sought as part of their annual review, as part of their termly review process and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes.

## **Working in partnership with parents**

At Trawden Forest Primary we believe that having a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEND
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

In cases where more frequent contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents/carers to the local authority Parent Partnership service (SEND IAS) where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents/carers will be consulted regarding future provision. Parents/carers are invited to attend meetings with external agencies regarding their child.

Our Information Report can be viewed on our website <http://www.trawden.lancs.sch.uk/>