



Special Educational Needs & Disabilities (SEND) Policy 2022

Context

This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to;

- The SEND Code of Practice: 0 to 25 years, July 2014 (Document Jan 2015)
- Part 3 of the Children and Families Act 2014 and associated regulations

Governor responsible for SEN: Mike Waterson and Ian Stewart

Head teacher: Hilary Priest

SENDCOs: Tonya Stirrup and Jo Counter

SENDCOo Qualifications: National Award for Special Educational Need Coordination (SENDCO) (2017)

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This policy will be reviewed annually

Reviewed: Sep 2022

Governor reviewed: Sam Gothard

Special Educational Needs and Disability (SEND) Policy

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the head teacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinators (SENDCO). The Governing Body, head teacher and the SENDCOs will work together closely to ensure that this policy is working effectively.

High quality teaching is that which is scaffolded to meet the needs of the majority of pupils. Some pupils will need something **additional to** and **different from** what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

The Grove School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

The staff and governors of The Grove School will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children's services and all other agencies.

School Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Aims and Objectives

Aims

To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

Objectives

The SEND Policy of The Grove School reflects the principles of the 0-25 SEND Code of Practice (2014). The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met,
- To enable pupils with special educational needs to have their needs met,
- To take into account the views of the pupils with special educational needs,
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs,
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with special educational needs,
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions,
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the school and local learning community,
- Make efficient and effective use of school resources,
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs,
- Have regard to guidance detailed by Devon County Council.

Identifying and supporting Special Educational Needs & Disabilities

Definition of SEN

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision **which is additional to or different from** that normally available in a scaffolded curriculum. The Grove School regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- c) A child under compulsory 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 (Section 20 Children and Families Act 2014)

Pupils 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.

The Grove School will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal scaffolded curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

For specific areas of Special Educational Need, see Appendix A

A child will be added to the SEN register if:

1. The child has a diagnosis of a special educational need from a multiagency or has had multiagency involvement due to identified need.
2. The child has a physical condition that required additional support or adaptation.
3. The child has had a prolonged period (of at least 2 terms) of additional intervention/targeted support in school in addition to universal provision and has not made appropriate progress. Prior to this, they had been identified on the 'On watch' list and their targets and interventions had been recorded on the class provision map (appendix I).

If the child falls under category 1 or 2, the steps will be as follows:

1. In discussion with the parent, the child will be added straight to the SEN register.
2. They will have the SEN adjustments and adaptations necessary for them access quality first teaching recorded on a class provision map. This will be updated and reviewed on a termly basis.
3. If appropriate, this could act as evidence for an EHCP application.
4. Team around the Family (TAF) meetings could be initiated to support the child/family and ensure the multi-agency involvement which already exists provide appropriate ongoing support.

If a child falls under category 3, the steps will be as follows:

1. The child will be highlighted as a cause for concern by the class teacher to the SENDCO and will be added to the 'On Watch' list.

2. The support in place for this child including any additional interventions will be recorded on the class provision map and progress will be monitored by both the class teacher and SENDCO
3. The parents will be verbally informed by the class teacher of their concerns, the support they have in place and monitoring of this child on the 'On Watch' list.
4. If the child continues to make slow progress despite intervention over a prolonged period of at least 2 terms and the child is showing a significantly greater difficulty in learning than the majority of pupils of the same age, the SENDCO will ask the teacher to complete a **SEN referral form**, which includes the Devon Graduated Response checklist under the different areas of need.
5. The SENDCO will then observe the child and arrange a meeting with the parents and teacher to discuss the child's difficulties and the school's intention to add them to the SEN register.
6. If progress is still slow, the SENDCO may make a referral to a specialist with parental consent.

A Graduated Response to SEND

Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

How we identify and support pupils with SEN

All pupils' attainment and achievements are monitored by their teacher who will provide high quality teaching and learning opportunities scaffolded for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENDCOO) to assess if a pupil has a significant learning difficulty and agree appropriate support. Details of some assessment tools and materials used in our school can be found in **Appendix B**.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not improved by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate scaffolded curriculum.

- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Assess, Plan, Do and Review

Where a pupil is identified as having SEN, we will take action to support effective learning by putting effective special educational provision in place. This **SEN support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review**.

For pupils with low level special educational needs the cycle of **Assess, Plan, Do** and **Review** will fit into the regular termly assessment and planning cycle for all pupils. For those pupils with more complex needs or for who a more frequent cycle needs to be employed additional informal feedback will be gathered by school staff including the termly Pupil Progress Meetings.

Graduated Response

Assess

- In identifying a pupil as needing **SEN support** the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs drawn from the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data will also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. These will be recorded on a 'pen portrait' care plan (appendix 2) where appropriate or on the Early Help 'Right for Children system'. The school and parents/carers will meet with other agencies including those from Health and Social Care to create and up-date a 'Right for Children assessment'.
- This dynamic assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan

- Parents/carers, with their child, will meet with the class teacher and the SENDCO to decide on the support to be put in place as well as the expected impact on progress and development. This will be reflected on a Class Provision Map which gets reviewed at least termly (organised as Autumn 2-Spring 1, Spring 2-Summer 1, Summer 2 – Autumn 1 as transition info for the receiving autumn 1 class teacher).
- The provision map identifies the areas of needs, the desired outcomes of interventions, their organisation and entry/exit data when the provision map is reviewed.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The provision map also records the subject specific considerations necessary for individual pupils to access our broad and balanced curriculum.
- Parents/carers will then be formally notified by letter (appendix 3) when it is decided to provide a pupil with SEN support (although parents/carers should have already been involved in the assessment of need).
- **This equips staff to start the next part of the graduated response cycle –**

Do

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENDCO will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
- **The class teacher is responsible for the daily implementation of the provision map planning.**

Review

- There will be a termly review of the class provision Map on the date previously agreed. This review will evaluate the impact and quality of the support and interventions.
- Parents/carers will verbally be given information about the impact of the support and interventions in the Autumn and Spring term parent:teacher meetings which enables them to discuss the next steps.
- Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial TAF meeting.
- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is **different from** or **additional to** that which is normally available as part of high quality and scaffolded teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEN register. They are notified of this change by letter (appendix 4).

Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers will consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the provision map will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. The Grove School will hold annual review meetings on the behalf of Devon LA and complete the appropriate paperwork for this process.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the school's assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is monitored termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At The Grove School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers of a child with SEN support will have the opportunity to meet with the SENDCO three times a year formally (appendix 5).

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information Advice and Support (DIAS). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

devonias@devon.gov.uk (01392) 383080

Parents/carers are also encouraged to visit the Devon County Council Local Offer website on

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer> This includes link to Devon SEND Strategy or they can be contacted by phone on 01392 383000.

This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

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).

These views are welcome at any time but are specifically sought as part of their annual review and as part of their Pupil Progress Meetings .We ask Key Stage 2 (KS2) pupils to contribute to the writing of their individual pen portraits (appendix 2).

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. The schools SEN Information report details which agencies the school have worked with in the last 12 months. This report can be found on the school website and is up-dated annually.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families. Our processes for transition are explained further in **Appendix C**.

Training and Resources

Allocation of resources

- Resources are allocated to support children with identified needs as outlined previously.
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of scaffolded work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required

Continuing Professional Development (CPD) for Special Educational Needs

- All staff at the school engage in fortnightly training sessions when Quality First Teaching is addressed.
- The SENDCO and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEN – a programme covering a variety of SEN is offered and staff can sign up to the sessions which best meet their CPD needs.
- All staff have regular CPD meetings. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

Funding

Funding for SEN in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEN from their SEN budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Additional Resource through the EHCP process.

The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional 'top-up' funding is then paid from the local authorities high needs block into the schools budget.

For information on support in areas of Special Educational Need under Devon's 'Local Offer' see <https://new.devon.gov.uk/send> .

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the head teacher.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, head teacher and SENDCO, all members of staff have important responsibilities.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- Use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENDCO.
- inform parents/carers when they are making special educational provision for a child
- prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.
- The Chair of the Governing Body for The Grove School is Mr. Ian Stewart; he can be contacted through the school office (01803) 862018 or on email at chair@the-grove-primary.devon.sch.uk

Head teacher:

The head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The head teacher will keep the Governing Body fully informed on Special Educational Needs issues. The head teacher will work closely with the SENDCO and the Governor with responsibility for SEND.

SENDCO:

In collaboration with the head teacher and governing body, the SENDCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENDCO takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENDCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCO liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENDCO include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEN CPD for all staff
- Contributing to the Curriculum Team

- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the head teacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, scaffolded for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCO to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENDCO on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way using the pen portrait, class provision maps and TAF paperwork. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

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 the school will comply with its duties under the Equality Act 2010.

Please see the schools Medical Policy for further details.

Children in Hospital

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

* E.g. medical agencies, Hospital School, DPLS

The Grove School SEND Information Report

The school will ensure that the SEND information report is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. Please see the school website for The Grove School SEND Information Report. This report is based on information from the previous whole academic year and is dated accordingly.

Monitoring and Accountability

Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users following an extensive rebuild of the school and now also has disabled toilet/changing facilities.

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in “Statutory Policies for schools” (February 2014)

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf)

Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School’s Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Appendix A

Areas of Special Educational Need

Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

Cognition and Learning;

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of reading and spelling, maths, dyspraxia (co-ordination), writing.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

Communication and Interaction needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autistic Spectrum Condition (including Asperger's Syndrome)

Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

Appendix B

Examples of assessment tools and materials used in our school

- Formative assessment - on entry into Reception class and then culminating in an Early Years assessment at the end of Reception. A phonics assessment would be an example of and one part of this.
- Termly class reviews of all children held between the head teacher, class teacher and SENDCO.
- Provision Maps– to monitor the progress of individual SEN targets, reviewed termly.
- Little Wandle Letters and Sounds Programme
- Graduated reading scheme. Accelerated Reader programme.
- Language Link - assessment at the beginning and end of Reception class and more frequently for some individuals.
- Nuffield Early Language Intervention (NELI)

- Pastoral care – assessed termly.

Further information on assessment can be found on the SEND Information report on the school website.

Appendix C – Transition processes

Year	Transition support for all pupils.	Additional transition support for pupils with SEN.	Individual transition support for pupils with complex/specific needs.
Pre-admission (Include all activities undertaken to prepare pupils prior to entry)	Tour of school. Offer of time in class. 4 day induction for new Reception.	As before plus additional induction / transition time, additional opportunities for parents and staff to liaise prior to admission. Liaison between nursery / playgroup staff and school re needs of child. Transference of records, information of support required prior to admission.	As before plus additional induction / transition time, additional opportunities for parents and staff to liaise prior to admission. Liaison between nursery / playgroup staff and school re needs of child. Transference of records, information of support required prior to admission.
Year to Year transition and In-Year admissions.	Time in class with new teacher. Hand over meetings between staff.	As before and additional induction / transition time for children with additional needs. Detailed handovers between members of staff, consideration given to LSA etc.	As before and additional induction / transition time for children with additional needs. Detailed handovers between members of staff, consideration given to LSA etc. Extra support often used to ease transition such as visual timetables, pictures and photo books etc.
Transition from school e.g. To Year 7 or to new primary school.	Transfer of information from one school to the next. Liaison with secondary schools, transition day for Year 7 in secondary schools or transition days for child from primary to primary. Open discussions during Year 6 about impending change, Year 7 staff visit the Year 6 class. Opportunities for Year 6 children to take on areas	As before plus additional induction / transition time i.e. extra visits to secondary school supported by LSA from primary school. Opportunities for additional discussions about the impending change, either privately or in class.	As before plus additional induction / transition time i.e. extra visits to secondary school supported by LSA from primary school. Support provided through meetings such as Year 5 Annual Review or planning meetings. Opportunities for increased interventions.

	of greater responsibility.		
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For any further information on SEN matters please see the SEN policy above, the SEND Information Report on the website, or contact the school.

Appendix 1 attachment – Class Provision Map

Appendix 2 attachment –Pen Portrait

Appendix 3 attachment – Pupil Added to SEND Register Letter

Appendix 4 attachment – Pupil Removed from SEND Register Letter

Appendix 5 attachment – SEND Meetings Information Sheet