



***Carey Federation:
Ashwater Primary School &
Preschool, Halwill Primary School.***

***Special Educational Needs &
Disabilities (SEND) Policy***

*Adopted by Governors January 2020
To be reviewed Jan'2021*

This policy should be read alongside the following school documents accessible through the school's website:

- **SEN information report**
- *Equality of Opportunity policy*
- *Medical needs guidance*
- *Behaviour policy*
- *Accessibility policy*

Special Educational Needs and Disability (SEND) Policy

Aim of policy

The SEND policy supports staff to be clear and consistent about their roles and responsibilities with regards to children with SEND, and to ensure that all children are fully included within our school community.

It provides 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 federation. We use a graduated response 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.

How we ensure that the Carey Federation is a highly inclusive school with good outcomes for children with SEND

- *Teaching and supporting pupils with SEND is regarded as a whole school responsibility. The needs of children with SEND are taken into account at the highest level of our school leadership and management team. The Executive Headteacher is responsible for the management of the SEND policy; the Special Educational Needs Co-ordinator (SENCo) is responsible for the day-to-day operation of the policy. The Governing Body, Executive Headteacher and SENCo work together to ensure that the policy is working effectively.*
- *We ensure that all staff in the school are able to identify those pupils who have special educational needs or disabilities, and that they have the necessary skills and support to provide for them.*
- *We work together with the children and their parents and carers, to get the best outcomes for children with SEND.*

Special Educational Needs (see appendix 1 for more detail)

The following 4 categories identified by the Code of Practice 2014, give an overview of the range of Special Educational Needs (SEN) that our children may have:

- *Cognition and Learning*
- *Social, Emotional and Mental Health Difficulties*
- *Communication and Interaction needs*
- *Sensory and Physical needs*

We are aware that many other issues may impact on a child's progress and attainment but by themselves are not a special educational need. These may include disability; attendance and punctuality; being in receipt of Pupil Premium; English as an additional language; health and welfare issues; being a 'looked after child'; and being a child of a serviceman/woman. We are also aware that many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments, under the Equality Act 2010.

Our approach to identifying children who need SEN support

Our aim in identifying Special Educational Needs is to ensure that we are doing all we can to meet children's individual needs and that we are supporting them to achieve the best possible outcomes while they are at school with us.

- *Teachers monitor the progress of all children in their class and the SLT check progress across the school on a regular basis.*
- *The SENCO has a termly meeting with each class teacher to discuss each child's progress. Progress is tracked against the National Curriculum and we use a Boxall assessment tool to assess social and emotional development. The parents and child's views of progress are also taken into account.*
- *Some children may be identified as needing SEN support, i.e. something **additional to or different from**, the majority of other children in the class, in order to make maximum progress. They may need this support for only a short period of time, or they may have longer-term needs. A graduated response of assess, plan, do, review cycle is implemented.*
- *Children who require longer term SEN support may be recorded on our SEN register. This ensures firstly that everyone is aware of an ongoing SEN need, particularly at times of transition to another class or another school. Secondly, it enables whole school to plan to ensure appropriate levels of staffing and expertise across the school. Parents/carers are informed that we have recorded their child on our SEN register.*

Providing additional support for children with SEN

High quality teaching, differentiated for individual children, is our first step in meeting the needs of children with SEN.

- *Other support may include additional staffing available to the class teacher to enable smaller groups; additional specialised learning sessions; additional or different resources; or different approaches to teaching and learning.*
- *The school has a close relationship with many other agencies and professionals and in some cases may seek additional advice for children with SEN. This may be from professionals such as the educational*

psychologist, behaviour advisory team, speech and language therapist, parent support advisor and Camhs. (Child & Mental Health service) This help is requested after discussions with parents/carers.

- The school uses the Devon Assessment Framework (DAF) to summarise details of a child's SEN history, and the DAF 'My Plan' to record both the child's individual needs, and the support the school will provide to meet these needs.*
- The Executive Headteacher monitors the funding allocated to meet a child's individual needs and ensures it is used in the most effective way. In consultation with the parents/carers, the school may apply to the Local Authority for additional funding if the cost of the 'My Plan' exceeds the money already allocated to the school to support the child's SEN.*

Education, Health and Care (EHC) plans

- Some children with SEN may only make very slow progress compared to their peers, even with significant additional support over a longer period of time. In such cases the school, together with parents/carers and other professionals involved, may decide to ask the Local Authority to consider issuing an Education, Health and Care (EHC) plan. EHC Plans are now replacing statements and detail how all services will work together in the longer term to achieve the best possible outcomes for the child.*

Checking progress of children with SEN

- Teachers are responsible for keeping clear, ongoing records of the progress of children receiving additional support.*
- The progress of all children receiving SEN support is checked at the termly review meetings with the SENCO. Any changes to provision are discussed and agreed.*
- Progress of all children with SEN is also monitored by the SLT on a regular basis.*
- Teachers agree Individual Educational plans, 'My plans' with parents/carers and children at termly parents' evenings and discuss progress.*
- Additional Team around the Family (TAF) meetings may be arranged with parents/carers for children requiring more detailed discussions.*
- Children with EHC plans will have an annual review meeting with parents/carers, school staff and other professionals actively involved with the child. The meeting reviews progress during the previous year and sets new targets for the coming year.*

When a child no longer requires SEN support

- *If a child has made enough progress they may no longer need SEN support. After consultation with parents/carers, they may no longer be recorded on the school's SEN register.*

Pupil voice

- *As children with SEN move up through the school, they are encouraged to take part in discussing their termly targets with their teachers.*
- *During the DAF assessment and planning process, children's views are collected using child-friendly paperwork.*
- *In TAC and annual review meetings children are encouraged to contribute their own views either by attending the meetings or by working with a member of staff to get their views down on paper.*
- *Children with SEN have the same opportunity as all other children to represent their class on the school council and to be a full member of the school parliament.*

Other support we provide for children with SEN and their families

- *We can apply for additional help for children with SEN to access the SATs tests in year 6.*
- *We are fortunate to be able to access support from a parent support advisor.*
- *We work closely with parents/carers to support children moving classes and can provide individual transition packages for children with SEN moving on to secondary school.*
- *We can refer families to other agencies for additional support including Child and Adolescent Mental Health services (CAMHS), Integrated children's services (ICS) including occupational therapy and physiotherapy; and children's social workers.*
- *Some children with SEN may have additional medical needs. In line with the new requirement placed on schools from September 2014, we make all necessary arrangements to meet the medical needs of children in our school (see Medical needs guidance).*
- *Parents/carers are encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send and the Devon Information Advice & Support website <http://www.devonias.org.uk/> which both provide information about different services and resources for children with SEND and their families.*

Checking how well the school meets the needs of its pupils with SEN

- *The SENCO carries out an annual audit of SEN need and provision across the school.*

- *An annual SEN action plan is put together by the SENCO, Executive Headteacher and SEN Governor. The plan uses the SEN audit and sets priorities for the coming year, including staff training, resource implications, and provision needing further development.*
- *The SENCO monitors the progress of all children with SEN across the school on a termly and annual basis.*
- *The SEN Governor meets with the SENCO on a termly basis.*
- *The school encourages parents/carers views*
- *The Executive Headteacher, SENCO and SEN Governor review the SEN action plan and progress reports of children with SEN on an annual basis to ensure the highest quality of provision, and the most effective use of funding and resources.*
- *The SENCO attends SENCO network meetings. Through these networks the SENCO keeps the school up to date with local and national updates in SEND.*

Training and resources

- *All staff engage in a programme of professional training to develop the quality of teaching and support in the school.*
- *Specific SEN training is delivered over the year according to priorities identified in the SEN action plan.*
- *The federation regularly provides placements for students including those training to be teachers.*

Storing and managing information

- *Pupil SEND records are 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)*
- *Children's confidential SEN information is kept in a lockable filing cabinet.*
- *Documents are shared with staff only on a need to know basis. He*
- *The duties and responsibilities of all adults with regard to confidentiality and professional behaviour are made clear through the "Staff and Volunteer Handbook". Regular meetings ensure that all new adults joining the school have the chance to discuss this handbook with the Headteacher.*

Accessibility, Complaints, Bullying

- *The school's procedures for the above areas can be accessed through these separate policies.*

SEND Information Report

The school will ensure that the SEND information 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.

Review

This policy will be reviewed annually in line with the school's policy review programme.

Appendix 1

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	Social, Emotional and Mental Health Difficulties (SEMH)	Communication and Interaction needs (SLCN)	Sensory and/or Physical needs
<p>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.</p> <p>Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of: dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).</p> <p>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.</p>	<p>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.</p> <p>Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.</p>	<p>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.</p> <p>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 in 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.</p>	<p>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.</p> <p>Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) sometimes referred to as deaf-blind, 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.</p>