

	Name of School	Terrington St Clement Community School
	Policy review Date	January 2024
	Date of next Review	January 2025
	Who reviewed this policy?	Sarah Goudie
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POLICY ON IDENTIFYING AND PROVIDING FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

LEGISLATION & GUIDANCE

This policy is based on the statutory Special Education Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children & Families Act 2014
- The Special Educational Needs and Disability Regulations 2014

DEFINITIONS

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 him or her.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age.
- A disability which prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

GUIDING PRINCIPLES

All our pupils have the right to an education which is appropriate to them as individuals. We believe that it is vital that our pupils are provided with opportunities which will allow them to achieve, succeed and become confident, independent individuals as they progress through life. Therefore it is our aim to minimise, as far as possible, the difficulties that pupils may experience. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers, support staff and pupils working together. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

Three principles for inclusion

- *Setting suitable learning challenges* - We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible
- *Responding to pupils' diverse learning needs* - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning
- *Overcoming potential barriers to learning and assessment for individuals and groups of pupils* - We recognise that a minority of pupils will have particular learning and assessment requirements that could create barriers to learning if not addressed through special arrangements.

In making provision for pupils with special educational needs and disabilities our policy objectives are:

- to ensure that our duties, as set out in the Equality Act 2010, are fully met to enable pupils with special educational needs and disabilities to join in the normal activities of the school along with pupils who do not have special educational needs;
- to ensure the school has an Accessibility Plan in line with statutory guidelines.
- to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
- to identify the needs of pupils with disabilities and/or special educational needs (SEN) as early as possible;
- to use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils;
- to provide a graduated approach in order to match educational provision to pupils' needs;
- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- to take into account the ascertainable wishes of the children and young people concerned and, involve them in decision making in order to provide more effectively for them;
- to make reasonable adjustments to enable children and young people with disabilities to access the whole school curriculum including school trips and out of school hours activities and learning;
- to ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of pupils with special educational needs and disabilities;
- to ensure that all staff are aware of their responsibilities towards children and young people with special educational needs and are able to exercise them;
- to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the children and young people we are seeking to help.

ROLES AND RESPONSIBILITIES

In attempting to achieve the above objectives, the Governors, the Head Teacher and the staff will take all reasonable steps within the limit of the resources available to fulfil the requirements outlined in this policy document.

Governors will fulfil their statutory duties towards pupils with special educational needs as prescribed in sections 66 to 69 of the Children and Families Act 2014. In order to do this they will develop and monitor the school's SEND policy and Accessibility Plan and ensure provision is an integral part of the school development plan. All governors, with the SEND governor or committee of governors taking the lead, will be knowledgeable about the school's SEND provision, including how funding, equipment and personnel are deployed. The lead Governor for SEND matters is Diane Bouskill On behalf of the Governing Body, the named governor will monitor the quality of SEND provision and ensure all staff are appropriately trained and qualified.

The Head Teacher has overall responsibility for the day to day management of SEND provision and the Accessibility Plan. They will work closely with the school's SEND Coordinator (SENDCo) and will keep the governing body fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. They will encourage all members of staff to participate in training to help them to meet the objectives of this policy including that the SENCo achieves the statutory requirements for the performance of their duties.

The Special Educational Needs & Disabilities Co-coordinator (SENDCo)

NAME: Sarah Goudie

The SENDCo has to be a qualified teacher and meet the statutory standards for practice including those necessary to ensure full accreditation. The SENDCo will be responsible for: the day to day operation of this policy; coordinating provision for pupils with SEND by working closely with staff, parents/carers and other agencies; providing professional guidance to colleagues with the aim of securing high quality teaching; monitoring the quality of teaching and standards of pupils' achievement, and by setting targets for improvement; collaborating with curriculum coordinators to ensure learning for all children is given equal priority; ensuring that proper records are kept; contributing to the in-service training of staff; using available resources to maximum effect.

The SENDCo may also have additional roles such as managing staff who work specifically with pupils who have special education or medical needs. These are detailed in the SENDCo job description. In considering section 6.91 of the Code of Practice, time and admin support will be made available.

All staff should be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available.

The Responsible Person

The school has informed the LA that, when the LA concludes that a pupil at the school requires an Education, Health and Care Plan, they should inform the head and SENDCo who will ensure that whoever teaches the pupil knows about their special educational needs or disabilities.

ADMISSIONS

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend. Currently, the agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEN and/or disabilities. No pupil can be refused admission solely on the grounds that they have SEND except where the pupil is the subject of an Education, Health

and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at our school.

Where a pupil due for admission is known to have special educational needs and/or disabilities, the SENDCo will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved. The previous school/s are responsible for providing this information.

SPECIAL FACILITIES

Terrington St Clement has moveable ramped access so that we are accessible to wheelchairs. Disabled toilet facilities are available on the ground floor where all pupil areas are based and are available across each key stage.

We have a Specialist Resource Base (SRB) for Speech, Language & Communication Needs (SLCN). Admission to the SRB is via a LA Selection Panel and is not through the normal admission procedures detailed above.

RESOURCES

When the governing body approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs. The SEND annual report to parents will include this information. The Head Teacher will manage the allocated funds and will ensure that the best use is made of these resources through provision mapping. It is now a mandatory requirement that schools fund up to the first £6,000 of any SEN support required by a young person.

INCLUSION

We are fully committed to the principle of inclusion and good practice, which makes it possible. Our policy, as set out in this document, will enable pupils with SEND to be an integral part of our school community. Regardless of the stage pupils have reached, all pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them. Pupils will only be withdrawn when:

1. They will benefit from some intensive individual work on a cross curricular skill
2. It is clearly inappropriate, or medical advice indicates that it is unsafe for the pupil to participate and some alternative has been arranged.

INVOLVING PUPILS AND PARENTS/CARERS

The views of parents are highly valued and will be sought in all stages of assessment and provision. The views of the pupil will be gathered and the pupil will be directly involved in the process in an appropriate manner for their age. All communication involving decisions about a pupil will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned.

Staff will try to get to know the parents of pupils with SEN and/or disabilities and will encourage them to work with the school in helping their child. Parents and teachers can, by working together, build up a more complete picture of a pupil and their needs. Our intention is for parents to feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home to support their learning development.

Records will be kept of all who are parents and/or have parental responsibility for each pupil. When

this involves adults in more than one household, we will deal directly with the parent who has day to day responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their child or young person, while appreciating sensitivities that may arise.

STAGES OF INTERVENTION AND PROVISION

Access to the school's broad and balanced curriculum is achieved for pupils by differentiation of work through Quality First Teaching (Wave 1). Pupils falling just below national expectations will usually benefit from catch-up programmes (Wave 2). When a pupil is consistently and significantly falling behind age related expectations, interventions will be implemented (Wave 3 - SEN Support).

SEN Support (SS)

This follows an ASSESS, PLAN, DO, REVIEW model of graduated intervention.

1. An important feature of SEND Support is the collection of all known information about the pupil and that those in regular daily contact with the pupil should attempt to deal with the concerns raised. When a teacher, member of the pastoral team or SENDCo identifies a pupil with special educational needs they will provide interventions **additional to or different from** those provided as part of the school's usual differentiated curriculum. Consideration will also be given when setting home learning tasks to ensure it is differentiated according to the pupil's need. The responsibility for planning and monitoring the effectiveness for these interventions lies with the class teacher.
2. The triggers for intervention will be around concerns about the individual pupil who, despite receiving differentiated learning opportunities;
 - makes little or no progress
 - shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment in line with National and LA Guidance
 - persistent emotional difficulties which continue despite management techniques generally used in the school
 - has significant sensory or physical problems that impact on their ability to learn
 - has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum.
3. The parents/carers of the pupil will be informed as soon as concerns emerge and the appropriate staff member/s will consult with them and the views of the pupil will be gathered.
4. All information about the pupil from within the school, together with any additional information from the parents will be considered.
5. The SENDCo will undertake further assessment of the pupil as appropriate and may use outside specialists to enhance the provision being made.
6. The SENDCo will facilitate the collection of all available information about the pupil.
Information will be collected from;
 - within the school, using pastoral systems and identified staff working in phase groups
 - progress tracking information
 - parents/carers and the pupil.
7. The class teacher, working with the SENDCo, should agree in consultation with the parents/carers and the pupil the adjustments, interventions and support to be put in place and the targets to be

achieved. This should be recorded in an APDR (Assess, Plan, Do, Review) Plan.

8. The pupil's teacher(s) will be responsible for working with the pupil on a daily basis and for planning and delivering the APDR Plan.

9. All staff will be involved in providing further help to pupils. (Note: For this reason the arrangements for recording APDR Plans should be planned and agreed with all staff and endorsed by senior management.)

10. The APDR Plan will be reviewed 3 times a year.

11. The pupil and parents will take part in the review process and will be involved in setting further targets where appropriate. Subsequent APDR Plans will reflect strategies to meet their needs and show a graduated response to those needs.

12. A request for additional advice from external services may be made at this stage. It is anticipated that the decision to seek further advice will be taken by the SENDCo in consultation with the Head Teacher, teaching staff, parents and pupil.

13. Specialist assessment arrangements may need to be made and the LA Education High Needs Support Service may be involved in this.

14. Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all pupils.

15. If the pupil or young person:

- continues to make little or no progress in specific areas over a long period of time
- continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- continues to have difficulty in developing literacy and numeracy skills
- has emotional difficulties, which substantially and regularly interfere with their learning or that of the class, despite having an individualised management programme
- has sensory and/or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency
- has ongoing communication or relationship difficulties which impedes social development and acts as a barrier to learning
- is receiving at least £6,000 of support and any pupil premium to which they are entitled than a statutory assessment may be sought from the Local Authority

School Request for an Education, Health and Care Needs Assessment

The SENDCo will again take a leading role and will provide information including:

- the school's action through Assess, Plan, Do, Review cycles
- individual progress plans for the pupil
- records of regular reviews for at least a twelve-month period
- an individual provision map
- the pupil's health, including a medical history where relevant
- tracking of progress
- attainment in literacy and numeracy
- educational assessments from an advisory specialist support teacher or educational psychologist where available

- views of the parent and child
- involvement of other professionals
- involvement of the social services or education welfare services
- pupil attendance details
- recent hearing and vision checks

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment. If the LA does draw up an **Education, Health and Care Plan** then the school's role is as follows.

Education, Health and Care Plan

1. The SENDCo will implement the recommendations
2. Short-term targets will be set and reviewed at least three times a year. The strategies to meet those targets will record only that which is **additional to or different from** the differentiated curriculum.
3. Progress will be formally reviewed by holding an annual review meeting.
4. The SENDCo will seek;
 - written advice from parents and professionals
 - ascertain the views of the pupil
 - organise the review meeting
 - prepare a review report for the LA
5. Those to be invited will be invited at least two weeks before the meeting are;
 - the pupil's parent/carer
 - relevant teacher/s and TA/s
 - representative of the LA
 - the pupil where appropriate
 - representatives of health and social services, other professionals closely involved and, in the year of transfer to secondary school, SENDCo or representatives from the receiving school, where appropriate.

(Those invited and unable to attend will be requested to provide their views on the child's progress against their outcomes in another format)
6. The EHCP review will be copied to parents, LA and other relevant professionals no later than 14 days after the meeting or by the end of term, whichever is the earliest.

The Annual Review in Years Five and Six

The annual review in Year Five should be held no later than the end of the Spring Term. The review should suggest amendments to the pupil's Education, Health and Care Plan (EHCP) if required. The Plan once amended will be used to inform the consultation for secondary schools in the following Autumn Term. The secondary school placement for all youngsters with EHCPs will be decided by the LA SEN Team. Following this, planning for transfer to secondary school will be undertaken. Part of this process will be arranging the Year Six annual review in the Spring Term or as early as possible thereafter, to

which the SENDCo or their representative from the receiving secondary review will be invited.

LEAVING SCHOOL

When a pupil leaves the school, the SENDCo will forward relevant information about the pupil's needs to the next placement. Where a pupil is moving to another local school this will be achieved, wherever possible, by inviting a representative to the last review meeting that is held under the staged procedures described above. We maintain good links with the schools who receive our pupils, holding transition meetings with feeder schools if needed and involving parents and pupils in this process. This is particularly so in respect of pupils with SEN or disabilities.

WORKING WITH OUTSIDE AGENCIES

The Head Teacher, or a person nominated by the Head Teacher which could be the SENDCo or Deputy Head, will oversee and liaise with Health Services, Social Care and other relevant professionals working with pupils in the school. Health Care planning will follow the protocol agreed by Health and Education. The Head Teacher, or nominated person, will ensure that staff has relevant training and there are procedures in place to support pupils.

COMPLAINTS

If you have any complaints about the special educational provision we make for your child please speak to the Head Teacher or to a member of the governing body. If you speak to a governor they will, in the first instance, refer the matter to the Head Teacher. The Head Teacher will investigate and will contact you within the time scales specified in the school's complaints policy. If they have not resolved the matter to your satisfaction it will be referred to the Chair of Governors who will consider the complaint and will contact you as set out in the Complaints Policy.

A copy of our Complaints Policy is available on our website or alternatively a paper copy can be obtained from the school office on request.

MONITORING AND EVALUATION

The Governors ensure that SEND provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy in light of the policy objectives detailed under the heading "Guiding Principles". In order to achieve this, Governors will monitor:

- The standards and progress made by pupils with special educational needs and disabilities.
- The number of pupils at SEN Support (SS) and those with Education, Health and Care Plans in each year group.
- The movement of pupils on SEN Support and Education, Health and Care Plans across the categories as recorded on the school's provision map.
- Case examples selected from all stages of pupils with special educational needs especially those who are Children in Care.(LAC)
- The views of parents expressed on forms and any complaints received.
- The extent to which pupils' views are reflected
- Details of visits by specialist teachers, educational psychologists and other agencies.
- Staff views on in-service training opportunities and the training opportunities available.

SEN INFORMATION REPORT

The school will publish an annual report on SEN on our website containing the information required by the Special Educational Needs (Information) Regulations 2014. This will include information on where the Local Offer can be found at [Norfolk SEND Partnership website](#). For ease of access, there is also a link to this on our [website](#).