



**NEWPORT**  
COMMUNITY  
SCHOOL  
PRIMARY  
ACADEMY

# **SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY**

**Date Adopted:** June 2024  
**Author/owner:** School Community Board  
**Anticipated Review:** Summer 2025

## Context

This policy is reviewed annually and has been developed in response to feedback from parents/carers, staff and pupils of the school community and pays due regard to;

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

<b>Headteacher:</b>	Laura Kies
<b>Special Educational Needs Coordinator (SENDCo):</b>	Harriet Vickery
<b>SENDCo qualifications:</b>	SENDCo holds the National Award for Special Educational Needs Coordination
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The school's SEND Information Report and Accessibility Plan are published as a separate documents on the school's website

Parents/carers are also encouraged to visit the Devon County Council SEND Local Offer website <https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

Other useful websites for parents and carers are:

- Early Help  
[Early Help - Devon Childrens' and Families Partnership \(dcfp.org.uk\)](http://www.dcfp.org.uk)
- Devon Information Advice and Support have also developed updated information in relation to the changes, including information booklets for parents and carers.  
<http://www.devonias.org.uk/>

## 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 Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinators (SENDCo). The Headteacher and the SENDCo will work together closely to ensure that this policy is working effectively.

High quality teaching is that which is differentiated 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.

Our 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 Trustees will 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 – pupils, parents/carers, school, children's services and other agencies and the Local Authority (LA).

### 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

This policy 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 in order to achieve maximum progress, fulfil their potential and promote their well-being.

This policy reflects the principles of the 0-25 SEND Code of Practice (Department for Education and Department of Health, 2015).

The aims are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met.
- Ensure the Children and Families Act 2014 legislation is 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 Medicines Policy (see Health and Safety 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 (2015) for the identification, assessment, support and review of special educational needs.
- Have regard to guidance detailed by Devon County Council for SEND and statutory responsibilities.

## Identifying and Supporting Special Educational Needs & Disabilities

### **Definition of SEND**

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 differentiated curriculum.

Pupils have 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.

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 targeted support (intervention) and/or support that is 'additional to or different from' the normal differentiated 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.

We will have regard to the SEND Code of Practice 2015 when carrying out our 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.

### **Areas of Special Educational Need**

Under the SEND Code of Practice 2015 pupils identified as having a special educational need (SEND) will be considered within one or more of the following categories of need:

#### **Cognition and Learning needs**

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 dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (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 and/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:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (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 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.

The school has a local authority support base, the Communication and Interaction Resource Base (CAIRB) which supports the education of up to ten children with Education Health and Care Plans across North Devon, the majority of whom have a diagnosis of autism. The CAIRB supports the inclusion of pupils with complex Communication and Interaction (CI) needs so that they can access a mainstream primary setting (see Appendix 1).

Communication and Interaction needs include:

- Speech, Language and Communication Needs (SLCN)
- Autism

### **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 a Visual 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) may require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI- including being blind)
- Hearing impairment (HI – including being deaf)
- Multi-Sensory impairment (MSI)
- Physical disability (PD)

## 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 may be addressed through appropriate differentiation within the classroom and keeping a record known as Class Teacher Concern; this will include strategies used to target concerns and the impact of provision in place for a child. This record is reviewed termly and can be used in later discussions if concerns persist.

If the concerns raised are considered by the SENDCo to meet the definition of SEND (see earlier definition) then further action will be taken through the identification and support for pupils with SEND

### How we identify and support pupils with SEND

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils.

Each term, through the Teaching and Learning Team, pupil progress meeting process, the teacher meets with the Senior Leadership Team, SENDCo and Core Curriculum Leaders to discuss each child's progress and in addition, teachers are given the opportunity to meet with the SENDCo each term for a formal Inclusion Review for the pupils in their class. Teachers keep a pupil 'case study' record (Appendix 2) updated to evidence progress for each individual pupil identified with SEND. Parents are invited to attend parents'/carers' meetings each term, where they can discuss the progress of their child. Teachers and the SENDCo are available to meet with parents/carers to discuss any concerns they may have and parents can contact the relevant staff member through the classroom, contacting the office or telephoning the school; this information is shared with parents/carers at induction meetings, on the school website and in the school Weekly Update for parents and carers. These systems support collaborative working to identify pupils with SEND.

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 (SENDCo) to assess if a pupil has a significant learning difficulty and agree appropriate support.

In some cases, it may be necessary to seek assessment 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 particularly targeted 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 positively changed 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 differentiated 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 SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEND 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 response – assess, plan, do, review**. The graduated response can be applied to all parts of the child's journey through school, as part of the Universal Offer.

For pupils with low level special educational needs identified as needing 'SEND Support', parents will be invited to a meeting with the teacher; the SENDCo will also attend some meetings. A SEND Personalised Plan will be established for the pupil, with the child and parents/carers being consulted in the process (Appendix 3). This will identify the child as requiring SEND provision and will involve the graduated approach. The SEND Personalised Plan is a cumulative document that is built on each term, to provide a yearly overview of APDR cycles for the pupil.

For those pupils with more complex needs or where a more frequent cycle needs to be employed, additional meeting dates will be set to consider provision through the through the Early Help Offer and Early Help Assessment and Plan and Review documentation. Early Help provision will be considered if parents, the school or other agencies raise concerns about a pupil's complex needs or consider a more regular review procedure would be beneficial to the child and family. Parents/carers will work with professionals, identified with parents/carers from education, health or social care for their child, holding reviews through Team Around the Family (TAF) meetings.



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## The Graduated Response for SEND Support

### Assess

- In identifying a pupil as needing SEND support the class teacher, working with the SENDCos, should carry out a clear analysis of the pupil's needs. This should draw on 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 should also be considered along with the parent's/carer's views and experience, the pupil's views and, if relevant, advice from external support services. The SEND support will be recorded on a Personalised Plan; this may also involve additional assessment through an Early Help Assessment and Plan and Review documentation. The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and up-date the personalised plan/Early Help Plan and Review Plan
- This 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 SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to targeted support (intervention).

## Plan

- Parents/carers with their child, will meet with the class teacher and the SENDCos to decide on the targeted support (intervention) to be put in place as well as the expected impact on progress and development. This will be recorded on the SEND Personalised Plan/Early Help Plan and Review Document with a date to review the plan. The date for review will depend on the level of need present.
- The SEND Personalised Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the SEND Personalised Plan will be reviewed.
- The targeted support (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 SEND Personalised Plan will usually involve a contribution by parents/carers to reinforce learning at home.
- Where appropriate, the SEND Personalised Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes – this could be on the school's SEND Personalised Plan or through the Early Help Plan and Review Document.
- **If it is agreed that a pupil requires SEND support, all parties meet and develop a Personalised Plan or Early Help Plan and Review Document detailing the support which will bring about the next part of the 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 targeted support (interventions) and how they can be linked to classroom teaching.
- The SENDCos 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 plan and will contribute to –**

- There will be a review of the SEND Personalised Plan or Early Help Plan and Review on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.
- Parents/carers will be given information about the impact of the targeted support (interventions) provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupil's needs and the frequency of the educational reviews as to whether external agencies attend each educational review; this will be agreed at review meetings with parents.
- This review will feed back into the analysis of the pupil's needs, then the class teacher, working with the SENDCos, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents/carers 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.

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## 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 differentiated teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEND register.

## Statutory Assessment of Education, Health and Care 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 should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular SEND reviews will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has had an EHC needs assessment that has led to an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate and will hold an annual review meeting 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 tracked 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.

We will 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 SEND support will have the opportunity to meet with the SENDCos through formal termly/annual review meetings or if parents request a formal meeting with the SENDCos.

The SENDCos are happy to meet with parents/carers, without prior arrangement, whenever possible; this informal contact is usually offered through meeting on the playground at the beginning or end of the day or coming into the school office to see if the SENDCos are available. The SENDCos offer an Autumn Term information meeting with parents which provides more detailed information about contacting all staff members.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information Advice and Support. This organisation is able to provide impartial and independent advice, support and information on special educational needs and disabilities. Leaflets with contact information for DIAS are available in the school foyer entrance or if parents/carers ask the SENDCos or the office for further information.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website <https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>. 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.

## Education for Looked After Children

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has an appointed member of staff for Looked after Children - see Looked After Children Policy. Children in care education and welfare provision is carefully considered through a personal plan and their progress is carefully monitored through termly pupil progress meetings.

## 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, as part of their SEND personalised plans, during target setting and reviewing with their teacher and at the end of any targeted support (intervention). We ask all pupils to contribute to the setting of their own outcomes.

## Partnership with External Agencies

The school is supported by a wide range of different agencies and teams. The school's SEND 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 and sometimes 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. The school will transfer SEND records through the CPOMS system.

## Training and Resources

Allocation of resources:

- Resources are allocated to support children with identified needs as identified 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 differentiated work in class, grouping children by ability across year groups, support from teachers or Teaching Assistants (TA) in focused targeted support (intervention) in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required

## Professional Development (PD) for Special Educational Needs

- All teaching staff engage in weekly professional development meetings (PDMs), often relating to Quality First Teaching (see programme for frequency). Training sessions can be led by the Teaching and Learning Team leaders or Curriculum Leaders or outside specialists to provide regular PD to staff in school in specific aspects of meeting the needs of all pupils.

- The SENDCos will provide relevant training throughout the year related to inclusion, including SEND, either through leading PD or organising an outside specialist to lead training. The SENDCos attend the Tarka Learning Partnership Inclusion Leaders half termly meetings; this provides further opportunities for PD.
- The Additional Needs Practitioners (ANPs) have a weekly meeting with the one of the SENDCos. Teaching Assistants (TAs) and ANP's are invited to some whole school training, relating to Quality First Teaching and SEND, on Non-Pupil Days or PDMs and other training sessions (see annual Record of Training). Support staff are engaged in ongoing training whereby their roles are developed.
- 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.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (for example, epilepsy, anaphylaxis) or to train staff in the use of specific inclusive approaches (for example, Dyslexia Friendly Classrooms).
- Peer support and guidance is available daily for all staff in school and some of the best training and development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

## Funding

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for additional resources through a statutory assessment request to the Local Authority.

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 authority's high needs block into the school's budget.

## Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and 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 SENDCos.

## Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the School Community Board, Head Teacher and SENDCos, all members of staff have important responsibilities.

## Headteacher

The Headteacher has responsibility for the strategic management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher will keep the School Community Board fully informed on Special Educational Needs issues.

## SENDCos

In collaboration with the Head Teacher and School Community Board, the SENDCos determine the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENDCos take day-to-day responsibility for the operation of the SEND policy and co-ordinate the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCos provide 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 SENDCos develop effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCos liaise and collaborate 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 SEND support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively, alongside the Senior Leadership Team
- Monitoring relevant SEND PD for all staff
- Managing the Inclusion 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 targeted support (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 Headteacher and the member of the School Community Board 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, differentiated 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 SEND 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 SENDCos 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 SENDCos 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 SEND, their provision should be planned and delivered in a co-ordinated way, using the Early Help paperwork if required. For those pupils with an Education, Health and Care Plan (EHCP) 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 school's 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*

### SEND Information Report

The school will ensure that the SEND information is accessible on the school website. Trustees have a legal duty to publish information on their websites about the implementation of the policy for



pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

### **Monitoring and Accountability**

The Headteacher and SENDCos monitor progress of pupils with SEND; this is shared with the Tarka Learning Partnership and the School Community Board by the Head Teacher. An annual detailed report, including outcomes for children with SEND is shared by the Headteacher with the Board of Trustees each year.

The school takes action to ensure potentially vulnerable groups of children are not disadvantaged through ensuring that inclusive practice is underpinned by duties described in current legislation and statutory guidance. See the school's SEND Information Report, The Accessibility Plan, the Equality Policy and Equality Objectives for further information and action.

### **Accessibility**

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users as there is a lift to support movement between different levels in the school. There is an accessible toilet facility for pupils and one for visitors to the school. We continue to focus on developing our accessibility; the school's Accessibility Plan detailing how this is being developed can be accessed as a separate policy and is published on the website.

### **Storing and Managing Information**

Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools"

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/284301/statutory\\_schools\\_policies.pdf](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, if this matter relates to an issue outside of the Academy's regulation please consult with school staff so that they can refer the concern to the relative body e.g. Local Authority, Devon Information Advice and Support.

## **Appendices**

**Appendix 1:** Admissions criteria to a Primary Communication and Interaction Resource Base (CAIRB)

**Appendix 2:** SEND Case Study

**Appendix 3:** SEND Personalised Plan

## ADMISSIONS CRITERIA TO A PRIMARY COMMUNICATION AND INTERACTION RESOURCE BASE (CAIRB)

**In considering the parental request for placement within a CAIRB, the Local Authority must have regard to the following admission criteria:**

The child/young person will have cognitive attainments which allow them to access a mainstream curriculum with appropriate support. They may have a medical diagnosis of Autistic Spectrum Characteristics (ASC) and/or a range of behaviours assessed by specialist professionals, including an Educational Psychologist, as reflecting needs on the autistic spectrum. The pupil will present with a combination of the following needs:

- Significant difficulties over time in accessing the curriculum despite having followed intensive integrated support programmes, designed in partnership with support services and parents/carers
- Impairment of reciprocal social interaction and communication
- Restricted and repetitive patterns of behaviour and a resistance to change
- Low levels of concentration
- Associated behavioural difficulties linked to high levels of anxiety and emotionality

They will need access to some or all of the following provision:

- A setting where at least one member of the teaching staff has specialist training and expertise in providing inclusive educational opportunities and assisting staff in planning appropriate programmes for children with needs on the autistic spectrum
- Highly structured, specialised programmes delivered individually or in groups of no more than 8 pupils, involving regular and frequent assessment, planning and review
- A highly inclusive 'autism friendly' school ethos and practice delivered by teaching and support staff of whom a higher than average proportion have undertaken professional development in this area

In view of their needs, pupils admitted are likely to need access to intensive multi-agency support from both Health and Social Care which may include:

- Access to assessment and intervention from a speech and language therapist and/or an occupational therapist
- Access to support from CAMHS services or clinical psychology/psychiatry
- Access to family support and respite opportunities

As a result of psychological assessment and/or pupil tracking, the projected attainment of pupils admitted to the CAIRB should be:

<b>End of KS1</b>	<b>End of KS2</b>
L1-L3*	L2-L5*

Pupils will normally be included in mainstream classes supported by appropriately trained staff. They will be withdrawn for individual and small group work by the Teacher in Charge as appropriate.

\*These projected attainment levels are for guidance and children whose levels fall below may still be considered for a CAIRB place if it is considered that they would benefit from a place

## Appendix 2

### SEND Case Study

<b>Name</b>		<b>DOB</b>	
<b>Date of admission</b>		<b>Gender</b>	

<b>Stage of SEND</b> (highlight)	School Support	Early Help	EHCP
<b>Area(s) of need</b> (highlight)	CL - Cognition and Learning	CI – Communication and Interaction	SEMH – Social, Emotional, Mental Health SP – Sensory and Physical
<b>Other categories</b> (highlight)	PP	FSM	Other (please state):

<b>Pen portrait:</b>	Strengths/capabilities (record date of entry):	Needs for support (record date of entry):
Family/home environment		
Independence/life skills		
CL - Cognition and Learning		
CI – Communication and Interaction		
SEMH – Social, Emotional, Mental Health		
SP – Sensory and Physical		

<b>Chronology of provision</b> e.g. what has been provided in terms of: type of targeted intervention, mentoring, additional specialist teaching, transition arrangements, support for/involvement with parents/carers, peer support, external agency involvement etc.	
EYFS	
Y1	
Y2	
Y3	

Y4	
Y5	
Y6	

Chronology of Quantitative Outcomes for pupil																					
Year	EYFS			Y1			Y2			Y3			Y4			Y5			Y6		
Attainment	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M

Chronology of Qualitative Outcomes for pupil e.g. significant developments in independence, confidence, attitude to learning, social skills, behaviour etc.	
EYFS	
Y1	
Y2	
Y3	
Y4	
Y5	
Y6	

Chronology of Targets from Personalised Plans (including pupil's own targets):		
EYFS	Aut	
	Sp	
	Su	
Y1	Aut	
	Sp	
	Su	
Y2	Aut	
	Sp	
	Su	
Y3	Aut	
	Sp	
	Su	
Y4	Aut	

	Sp	
	Su	
Y5	Aut	
	Sp	
	Su	
Y6	Aut	
	Sp	
	Su	

**Chronology of Parent comments from Personalised Plans:**

EYFS	Aut	
	Sp	
	Su	
Y1	Aut	
	Sp	
	Su	
Y2	Aut	
	Sp	
	Su	
Y3	Aut	
	Sp	
	Su	
Y4	Aut	
	Sp	
	Su	
Y5	Aut	
	Sp	
	Su	
Y6	Aut	
	Sp	
	Su	

**Appendix 3**

**NAME Personalised Plan - Autumn Term 2020**

**As far as possible, targets should be based around core curriculum non-negotiables and/or relevant recent reports from professionals and/or AET Framework**

<b>Area(s) of need:</b>	CL - Cognition and Learning	CI – Communication and Interaction	SEMH – Social, Emotional, Mental Health	SP – Sensory and Physical		
<b>Stage of SEND</b>	School Support		Early Help		EHCP	
<b>When putting the plan in place</b>				<b>When evaluating the plan.</b>		
<b>What</b> strategies, interventions, equipment, resources, support will be in place?	<b>Who</b> will deliver this provision?	<b>When</b> , where, how frequently?	<b>How</b> will this be measured using which assessment measures/tools?	<b>Progress</b> made against target	<b>Action</b> to be taken – what next?	<b>Person</b> responsible for this
<b>Target one:</b>						
<b>Target two:</b>						
<b>Target three:</b>						

<b>Area(s) of need:</b>	CL - Cognition and Learning	CI – Communication and Interaction	SEMH – Social, Emotional, Mental Health	SP – Sensory and Physical		
<b>Stage of SEND</b>	School Support		Early Help		EHCP	
<b>When putting the plan in place</b>				<b>When evaluating the plan.</b>		
<b>What</b> strategies, interventions, equipment, resources, support will be in place?	<b>Who</b> will deliver this provision?	<b>When</b> , where, how frequently?	<b>How</b> will this be measured using which assessment measures/tools?	<b>Progress</b> made against target	<b>Action</b> to be taken – what next?	<b>Person</b> responsible for this
<b>Pupil's own target:</b>						
<b>Parent comments:</b>				<b>Parent comments:</b>		



<b>Area(s) of need:</b>	CL - Cognition and Learning	CI – Communication and Interaction	SEMH – Social, Emotional, Mental Health	SP – Sensory and Physical		
<b>Stage of SEND</b>	School Support	Early Help	EHCP			
<b>When putting the plan in place</b>			<b>When evaluating the plan.</b>			
<b>What</b> strategies, interventions, equipment, resources, support will be in place?	<b>Who</b> will deliver this provision?	<b>When</b> , where, how frequently?	<b>How</b> will this be measured using which assessment measures/tools?	<b>Progress</b> made against target	<b>Action</b> to be taken – what next?	<b>Person</b> responsible for this
<b>Signed:</b>			<b>Date:</b>			