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POLICY FOR SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND)

About the policy

The *Clavering Policy for Special Educational Needs and/or Disabilities (SEND)* (referred to hereafter as the *Clavering SEND Policy*) was written by the Clavering Special Educational Needs and/or Disabilities Coordinator (SENDCo) in consultation with stakeholders from throughout the Clavering Family (including staff members, children, parents and governors).

The *Clavering SEND Policy* reflects the fundamental principles of the current Code of Practice: *Special educational needs and disability: 0 to 25 years, Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities* (DfE and DoH, 2014) (from hereafter referred to as the *SEND Code of Practice* (DfE and DoH, 2014) and all current legislation and governmental policies, including:

- the *Equality Act 2010* (HMSO, 2010);
- the *Special Educational Needs (Information) Regulations* (DfE, 2014);
- *Supporting pupils at school with medical conditions* (DfE, 2014);
- the *National Curriculum* (DfE, 2014).

About the SENDCo

The Clavering SENDCo is currently **Miss Leighton**. As the Clavering Assistant Headteacher, she is also the named advocate for SEND on the Clavering Senior Leadership Team. Miss Leighton holds a Bachelor of Arts degree, as well as a Post Graduate Certificate in Education (PGCE). She will be studying towards the National Award for SEN Coordination during the 2017-18 academic year.

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Terminology: 'parents'

Throughout this policy, the term 'parents' refers to all those with parental responsibility, including corporate parents and carers.

SECTION 1:

Aims and Objectives of the *Clavering SEND Policy*

- 1:1 The *Clavering SEND Policy* explains the actions that members of staff and the governing body at Clavering Primary School need to take in order to meet their duties in relation to identifying and supporting all children with SEND, whether or not they have an Education, Health and Care (EHC) plan.
- 1:2 The *Clavering SEND Policy* aims to promote maximum achievement and attainment for children with SEND at Clavering Primary School because **all children deserve an outstanding education, with staff in schools giving them the confidence, self belief and teaching that they need to fulfil their potential.**
- 1:3 The staff and governors of Clavering Primary School believe passionately that all children and young people are entitled to an education that enables them to make progress so that they:
- **achieve their best;**
 - **become confident individuals living fulfilling lives;** and
 - **make a successful transition into adulthood,** whether into employment, further or higher education, or training.
- 1:4 The *Clavering SEND Policy* is written for all staff because, in order for SEND systems to change to enable improvements in practice for all children with SEND and their parents and families, all staff – particularly teachers and support staff – need to be actively involved at the appropriate level because, after all,:

'All teachers are teachers of SEN'
(DfES, 2001; House of Commons, 2006; Lamb, 2009)

- 1:5 The aims of the *Clavering SEND Policy* are:
- to promote an inclusive ethos throughout the school;
 - to enable children with SEND to have their needs met;
 - to take into account the views of children with SEND;
 - to effectively work in partnership with parents of children with SEND;
 - to facilitate full access to a broad, balanced and relevant education for all children with SEND – including an appropriate curriculum for the foundation stage and the National Curriculum and full access to extra-curricular opportunities.
- 1:6 To attain this, members of staff at Clavering Primary School will:
- follow all requirements set out in the *SEND Code of Practice* (DfE and DoH, 2014);
 - recognise the needs of the individual;
 - differentiate teaching methods to suit individual needs;
 - differentiate the curriculum content so that it is attainable by all;
 - provide a stimulating and positive environment;
 - provide appropriate resources;
 - acquire appropriate specialist support whenever required and possible;
 - develop working partnerships with all children, parents, staff members and specialists from outside agencies;
 - pass information and expertise through SEND procedures and meetings.
- 1:7 Clavering Primary School is committed to inclusion and is respected in the community for being a highly inclusive school.

- 1:8 Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. The school aims to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.
- 1:9 In addition, Clavering Primary School believes that educational inclusion is about equal opportunities for all learners.
- 1:10 This does not mean that staff will treat all learners in the same way, but that the school will respond to learners in ways which take account of their varied life experiences and needs.
- 1:11 The *Clavering SEND Policy* outlines the way the school meets the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.
- 1:12 The school recognises that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.
- 1:13 The school is particularly aware of the needs of children in the Early Years and Key Stage 1 for whom maturity is a crucial factor in terms of readiness to learn.
- 1:14 The school believes that many children, at some time in their school career, may experience difficulties which affect their learning, and the school recognises that these may be long or short term.
- 1:15 Clavering Primary School aims to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.

SECTION 2:

Identifying Special Educational Needs (SEN)

- 2:1 **At Clavering Primary School, the identification of SEN has been built into the overall approach to monitoring the progress and development of all children and is set out in the school's Local Offer.**
- 2:2 The staff and governors of Clavering Primary School understand that all schools are expected to have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.
- 2:3 **A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children of the same age.**
- 2:4 The staff and governors of Clavering Primary School recognise that:
- making higher quality teaching normally available to the whole class is likely to mean that fewer children will require SEN support; and
 - improvements in whole-class provision tend to be more cost effective and sustainable.
- 2:5 At Clavering Primary School, each child's current skills and levels of attainment are assessed on entry, building on information from previous settings and key stages where appropriate. At the same time, evidence that a child may have a disability under the *Equality Act 2010* is considered and, if so, what reasonable adjustments may need to be made for them.
- 2:6 Class teachers, supported by the Senior Leadership Team (SLT), make regular assessments of progress for all children. These assessments are expected to seek to identify children making less than expected progress given their age and individual circumstances. This can be characterised by progress which:
- is significantly slower than that of their peers starting from the same baseline;
 - fails to match or better the child's previous rate of progress;
 - fails to close the attainment gap between the child and their peers;
 - widens the attainment gap.
- 2:7 Teachers appreciate that this can include progress in areas other than attainment – for instance, where a child needs to make additional progress with wider development or social needs in order to make a successful transition to their next stage of learning.
- 2:8 In line with the *SEND Code of Practice* (DfE and DoH, 2014), the first response to such progress is expected to be high quality teaching targeted at identified areas of weakness.
- 2:9 Where progress continues to be less than expected, the class teacher, working with the SENDCo, will assess whether the child has SEN.
- 2:10 While informally gathering evidence (including the views of the child and his/her parents), there should not be a delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The child's response to such support can help identify their particular needs.
- 2:11 For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop. All those who work with children at Clavering Primary School should be alert to emerging difficulties and respond early.

- 2:12 In addition, the staff and governors of Clavering Primary School appreciate that parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children themselves.
- 2:13 Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach may be appropriate. In all cases, early identification and intervention is essential.
- 2:14 All staff members at Clavering Primary School are expected to be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN, but it can have an impact on well-being and sometimes this can be severe.
- 2:15 The staff and governors of Clavering Primary School appreciate that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a child being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, the school appreciates that it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.
- 2:16 Identifying and assessing SEN for children whose first language is not English requires particular care. Staff members should look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

Broad areas of need

- 2:17 The four broad areas, as set out in the *SEND Code of Practice* (DfE and DoH, 2014), give an overview of the range of needs that should be planned for.
- 2:18 **The purpose of identification is to work out what action needs to be taken, not to fit a child into a category.**
- 2:19 In practice, individual children often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements.
- 2:20 A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and, where necessary, specialist equipment or software.

Communication and interaction

- 2:21 Children and young people 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 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.
- 2:22 Children and young people with **ASD**, including **Asperger's Syndrome** and **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.

Cognition and learning

- 2:23 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. 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.
- 2:24 **Specific learning difficulties (SpLD)**, affect one or more specific aspects of learning. This encompasses a range of conditions such as **dyslexia**, **dyscalculia** and **dyspraxia**.

Social, emotional and mental health difficulties

- 2:25 Children and young people 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 and young people may have disorders such as **attention deficit disorder**, **attention deficit hyperactive disorder** or **attachment disorder**.
- 2:26 As set out in the *Clavering Behaviour and Bullying Policy*, the school has clear processes to support children, including how the school will manage the effect of any disruptive behaviour so it does not adversely affect other children.

Sensory and/or physical needs

- 2:27 Some children and young people require special educational provision because they have a disability which 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 and young people with **vision impairment (VI)**, **hearing impairment (HI)** or a **multi-sensory impairment (MSI)** will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.
- 2:28 Some children and young people with a **physical disability (PD)** require additional ongoing support and equipment to access all the opportunities available to their peers.

SECTION 3:

A Graduated Approach to SEN Support

Introduction

- 3:1 In line with the *SEND Code of Practice* (DfE and DoH, 2014), Clavering teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.
- 3:2 The staff and governors of Clavering Primary School appreciate that high quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.
- 3:3 In deciding whether to make special educational provision, the teacher and SENDCo should consider all of the information gathered from within school about the child's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, the school has arrangements in place to draw on more specialised assessments from external agencies and professionals.
- 3:4 This information gathering should include an early discussion with the child and their parents. These early discussions with parents should be structured in such a way that they develop a good understanding of the child's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.
- 3:5 Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the child and his/her parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.
- 3:6 However support is provided, a clear date for reviewing progress should be agreed and the parent, child and teaching staff should each be clear about how they will help the child reach the expected outcomes. The overriding purpose of this early action is to help the child achieve the identified outcomes and remove any barriers to learning.

Entering the Clavering SEND Register

- 3:7 Where it is decided that a child does have SEN, parents will be required to sign a 'SEND Registration Sheet' so that special educational provision can begin. The form will be added to the child's SEND File and the child will be added to the 'Clavering Register for children with Special Educational Needs and/or Disabilities'.

Clavering Graduated Approach: Assess – Plan – Do – Review Model

3:8 Where a child is identified as having SEN, the staff and governors of Clavering Primary School are committed to taking action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the **graduated approach**. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Assess

3:9 In identifying a child as needing SEN support, the class teacher (supported, as necessary, by the SENDCo) should carry out a clear analysis of the child's needs. This should draw on the teacher's assessment and experience of the child, their previous progress and attainment, as well as information from the school's whole-school approach to pupil progress, attainment and behaviour. It should also draw on other subject teachers' assessments where relevant (e.g. the mathematics teacher), the individual's development in comparison to their peers and national data, the views and experience of parents, the child's own views and, if relevant, advice from external support services. All Clavering staff members are expected to take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the child is developing.

3:10 This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is constructed. For some types of SEN, the way in which a child responds to an intervention can be the most reliable method of developing a more accurate picture of need.

3:11 In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the child's teacher and/or SENDCo will contact them (with parents' permission).

Plan

3:12 Where it is decided to provide a child with SEN support, the parents will be formally notified and asked to sign a 'SEND Registration Sheet', although parents should have already been involved in forming the assessment of needs as outlined above. The class teacher (supported, if necessary, by the SENDCo) should agree in consultation with the parent and the child the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. This will be outlined on the child's 'APDR Form'.

3:13 All teachers and support staff who work with the child should be made aware of his/her needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. These should also be recorded on the child's 'APDR Form'.

3:14 The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

- 3:15 Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.
- 3:16 Parents will always be asked to sign the 'APDR Form' to indicate that they have been involved in and agree to the planned support.

Do

- 3:17 The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the child. They should 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. If necessary, the SENDCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

- 3:18 The effectiveness of the support and interventions and their impact on the child's progress should be reviewed in line with the agreed date.
- 3:19 The impact and quality of the support and interventions should be evaluated, along with the views of the child and their parents. All children, unless impossible because of their SEND, should complete a 'My Progress Review' exercise as part of the review process (see 'My Progress Review'). All of the evaluations and reviews should feed back into the analysis of the child's needs. The class teacher (supported, as necessary, by the SENDCo) should revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child. This will form the child's next 'APDR Form'.
- 3:20 As detailed in the review of the 'APDR Form' (completed in blue), parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Parents will always be asked to sign the review of the 'APDR Form' to indicate that they have been involved in and agree with the evaluations from and implications of the review process.

'My Progress Review'

- 3:21 Children should be part of the review process of their current 'APDR Form' and the setting of targets and planning of additional provision as part of their new 'APDR Form'. Ideally, children should:
- understand their targets;
 - understand how they will achieve them;
 - understand what support they will be given;
 - reflect on how well they think they have done;
 - reflect on what is going well and not so well in school.
- 3:22 The 'My Progress Review' document is a mechanism that should be used to achieve the above goals and should be completed before the formal review and new 'APDR Form' are discussed with the child's parents.

- 3:23 When completing the 'My Progress Review', teachers must ensure that the language used on the document for the targets and the success criteria are written appropriately for the ability and understanding of the child.
- 3:24 Although some children will not be able to complete any part of the review and some will only complete certain sections, the majority of children should be able to complete all of the sections. There is no need for the child to write – it is perfectly acceptable for the teacher to scribe.
- 3:25 If the child is not involved in the review, their ascertainable views should be considered in any decision-making and in any discussion.
- 3:26 **It is the responsibility of the class teacher to ensure that copies of all three documents are filed in the child's individual blue SEND File in the 'APDR history' section and that a copy of the child's APDR review and the new 'APDR Form' are placed in the child's electronic SEND Folder on 'StaffShared'.**

Requesting an Education, Health and Care (EHC) Plan

- 3:27 As part of the review process, SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school and/or parents will consider requesting an Education, Health and Care (EHC) Plan (in Hartlepool, this is known as a 'ONE Plan').
- 3:28 Further information regarding 'ONE Plans' and the Hartlepool process for statutory assessment and annual reviews can be found at:
- http://hartlepool.fsd.org.uk/kb5/hartlepool/fsd/send_advice.page?id=5g_GrnzPkZk
- 3:29 Where a child has an EHC plan, the Local Authority (LA) must review that plan as a minimum every twelve months. Schools must co-operate with the LA in the review process and, as part of the review, the LA can require schools to convene and hold annual review meetings on its behalf.

Exiting the Clavering SEND Register (deregistering)

- 3:30 If a teacher feels that the intervention strategies and additional provision that have been provided for a child with SEND have been so successful that a child no longer has SEN, he/she should discuss with the SENDCo the need for the child to be deregistered. If both parties agree that the child no longer requires interventions that are different from or additional to those provided as part of the school's usual differentiated curriculum offer and strategies, the teacher and SENDCo, working alongside the child and the child's parents, will deregister the child and complete the 'SEND Deregistration Sheet'.
- 3:31 Once signed, the 'SEND Deregistration Sheet' should be given to the SENDCo who will place the contents of the child's individual SEND folder into a separate 'Deregistered Pupils' folder along with the 'SEND Deregistration Sheet'. The child will also be recorded as being deregistered on the Clavering SEND Register and his/her electronic folder will be marked as being deregistered.

SECTION 4:

Pupil Participation

Introduction

- 4:1 **Clavering Primary School is passionately committed to ensuring that children are actively involved in decision-making throughout all of its SEND procedures. This is why an extensive 'Pupil Participation' section is included in the *Clavering SEND Policy* in order to provide guidance and set expectations for all staff members in terms of successful pupil participation.**
- 4:2 Listening to the 'voice' of children and young people is mandated in a number of documents, including the *SEND Code of Practice* (DfE and DoH, 2014), the *Valuing People White Paper* (DoH, 2001), and the revised version of *Working Together: Listening to the Voices of Children and Young People* (DCSF, 2008), originally released in support of the 'Every Child Matters' agenda.
- 4:3 In addition, Clavering Primary School believes that all children and young people have rights:
- Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child. (DfES, 2001, p. 27)
- (See Articles 12 and 13, The United Nations Convention on the Rights of the Child)
- 4:4 **When registering (and, if it happens, deregistering) a child, as appropriate, this must be discussed with the child by his/her class teacher.**
- 4:5 Clavering Primary School understands that children with SEND have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They should, where possible, participate in all the decision-making processes that occur, including:
- the setting of learning targets and contributing to their 'APDR Forms';
 - discussions about choice of schools;
 - contributing to the assessment of their needs;
 - contributing to their termly reviews (and in the case of children with a 'ONE Plan', their annual reviews);
 - contributing to their transition processes (both from year-to-year and from school-to-school).
- 4:6 All Clavering pupils, including those with SEND, should feel confident that they will be listened to and that their views are valued. However, the school appreciates that there is a fine balance between giving the child a voice and encouraging them to make informed decisions, and overburdening them with decision-making procedures where they have insufficient experience and knowledge to make appropriate judgements without additional support.
- 4:7 Ascertaining the child's views may not always be easy. Very young children and those with severe communication difficulties, for example, may present a significant challenge for education, health and other professionals. But the principle of seeking and taking account of the ascertainable views of the child or young person is an important one. Their perceptions and experiences can be invaluable to professionals in reaching decisions.

- 4:8 In order to overcome barriers of age, immaturity and/or communication difficulties, staff members may wish to use alternative suitable communication tools, including various interview techniques, focus groups, questionnaires, mind maps, games, puppets, Circle Time, art activities, etc. Although potentially time-consuming, it is important to consider these alternative methodologies where necessary to ensure that all children can participate effectively and meaningfully in consultation.
- 4:9 The annual 'Clavering Primary School Home-School Agreement' offers an important opportunity to ensure that children, as well as parents, understand their rights and responsibilities with regard to the school.
- 4:10 **Even more so, the 'My Progress Review' document (see the 'My Progress Review' section) is an ideal mechanism to achieve the above goals.**
- 4:11 Some parents may need support in seeing their children as partners in education; they may be reluctant to involve their child in education decision-making, perhaps considering them ill-equipped to grasp all the relevant factors. If the parents' experience of working with professionals has been disappointing, or they perceive their views as being marginalised, they may suspect that professionals may give undue weight to the views of their children.
- 4:12 Clavering Primary School is committed to showing sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners with the school. In instances where parents and children may have different views about the origins of and provision for a special educational need, these principles will be even more essential to ensure constructive discussions.

Pupil participation

- 4:13 Clavering Primary School believes that:

all children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter.
(DfES, 2001, para 3:6)

- 4:14 The school aims to develop confident young children, who know that their opinions will be valued and who can practise making choices.
- 4:15 Clavering teachers should ensure that when an 'APDR Form' is developed, the child is involved at an appropriate level – particularly through the 'My Progress Review' document (see the 'My Progress Review' section).
- 4:16 Clavering Primary School believes that pupil participation should be the goal for all children and opportunities for such participation should expand as children develop. From an early age, children with SEND should be actively involved, at an appropriate level, in discussions about their education, including target setting and review arrangements and have their views recorded. Children should be encouraged to share in the recording process and in monitoring and evaluating their own performance.

4:17 Clearly, many children will have their SEN first identified during their time at Clavering Primary School. Therefore staff members should be sensitive to the level of understanding and feelings of the child, and provide appropriate information in a non-stigmatising way. When children are able to be involved in the APDR process, then achievements can be noted and celebrated as well as any difficulties clarified and addressed.

Outside Agencies

4:18 Some children will have contact with a range of professionals such as educational psychologists, speech and language therapists, occupational therapists and health professionals, who should listen to the child's views and record those views within any reports or reviews. It is important that teachers and support staff stress the importance of this to relevant professionals from outside agencies. If a Clavering staff member has a problem with this, they should speak to the Clavering SENDCo.

4:19 Clavering Primary School appreciates that children may feel anxious and confused about the purpose of an assessment. They may be concerned about the particular practicalities or possible stigma attached to any special support or programme of work and they may be worried about their longer-term future. Therefore Clavering staff and professionals from outside agencies need to:

- provide clear and accurate information about the child's SEND and the purpose of any assessment, individual education plan or any intervention;
- help the child to understand the agreed outcomes of any intervention and how they can be a partner in working towards the goals. Children who play an active part in assessment and in developing and monitoring agreed targets will also have greater self esteem and feel confident that they are making progress;
- explain clearly what additional support or assessment arrangements are being made and how the child can contribute to them;
- consult children who need individual support (whether through equipment or additional adult support) to ensure that such support is provided in a timely and sensitive way and enables them to fully participate in learning;
- recognise the potential stress of assessment and review arrangements and do their best to ensure that the child understands the role and contribution of any other professionals who may be involved;
- ensure that the child has access to a designated member of staff with whom they can discuss any difficulties or concerns. It is important that they can feel confident to share any anxieties at an early stage;
- be aware that many children may already be in contact with other professionals in child health, mental health, social services or other agencies.

4:20 Parents can assist staff with these goals. In some instances, a child may be 'looked after' by the LA and may not have natural parents to provide support. Good communication with the LA will be essential to ensure that the child is given positive support and that carers are able and willing to contribute to any educational assessment or programme. The child will need to know and understand when the social worker or carer is acting as the corporate parent and when they are acting as advocate for the child.

Providing special support

- 4:21 Clavering Primary School recognises that some children may wish for personal support and may prefer to express their views through a parent or other family member or an independent supporter (e.g. a social worker or health professional) or through peer support. These preferences should be taken seriously.
- 4:22 The school also recognises that it is important to avoid making assumptions about levels of understanding, particularly amongst very young children and older children with learning, communication or sensory difficulties. These children may need additional help to be able to make their views and wishes known and efforts should be made to arrange for this help to be provided where it is needed.
- 4:23 Pupil participation will not only depend upon the quality of educational experience and support offered. Children's progress may be directly affected by anxieties about a special health need or the management of personal care. Children should be given the opportunity to talk in private if necessary about their concerns and appropriate action should be taken.

SECTION 5:

Parental Participation

Introduction

- 5:1 **Clavering Primary School is passionately committed to ensuring that parents are actively involved in decision-making throughout all of its SEND procedures. This is why an extensive 'Parental Participation' section is included in the *Clavering SEND Policy* in order to provide guidance and set expectations for all staff members in terms of successful parental participation.**
- 5:2 **Clavering Primary School recognises that developing strong partnerships (and, where appropriate, co-ordinated provision) between parents, schools, the LA, health and social services, and voluntary organisations is crucial to success in removing barriers to participation and learning and, as children's most ardent advocates, parents must be at the heart of their child's education.**
- 5:3 Undoubtedly, the partnership between Clavering Primary School and the parents of Clavering pupils is one of the most important factors in the success of the children and it is vital that staff members appreciate that parents want:
- professionals to work in partnership with them;
 - to recognise that their knowledge of their own child is valuable;
 - to listen when they have concerns; and
 - to communicate with them so they feel fully involved.
- 5:4 Clavering Primary School passionately agrees that parents have a vital role to play in supporting their child's education. Thus, all Clavering staff members are committed to good, honest, open and (where possible and appropriate) face-to-face communication with parents, treating them as equal partners with expertise in their children's needs.
- 5:5 Not only must the school gain permission from parents when making special educational provision for their child, but Clavering staff members must also listen to parents from the moment the child shows signs/indicators of SEN up until he/she leaves the school or is deregistered from the Clavering SEND Register. The school acknowledges that, for many parents of children with SEND, good communication is often as much about the capacity of the school to listen to them as to talk to them and, of course, for school staff, parents' unique knowledge of their child(ren) is an extremely valuable resource.
- 5:6 The Clavering system for communication is not designed around the presumption of failure, but instead supports parents in helping their child succeed.
- 5:7 In terms of working with parents, Clavering Primary School recognises three critical success factors:
- Clavering staff and parents working together in partnership through honest, open communication;
 - a culture that values listening to parents where Clavering staff take into account the views of individual parents in respect of their child's particular needs;
 - interventions/additional provision for each child being reviewed regularly to assess their impact, the child's progress and the views of the child, their teachers (and support staff) and their parents.
- 5:8 The school appreciates that successful partnerships with parents play a vital role in promoting a culture of co-operation between parents and school (and, in many cases, other agencies); and is important in enabling children with SEND to achieve their potential.

- 5:9 The school acknowledges that parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. It is therefore essential that all Clavering staff members actively seek to work with parents and value the contribution they make. The school knows that its work can be more effective when parents are involved and account is taken of their wishes, feelings and perspectives on their children's development. This is particularly so when a child has SEND.
- 5:10 Clavering Primary School is committed to ensuring that all parents of children with SEND are treated as equal partners. They should be supported so as to be able and empowered to:
- recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education;
 - have knowledge of their child's entitlement within the SEND framework;
 - make their views known about how their child is educated;
 - have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

Mechanisms for an effective partnership

- 5:11 The two-way ongoing dialogue between Clavering staff members and parents is absolutely vital and is achieved in a variety of ways, including:
- informal meetings with teachers;
 - formal meetings with teachers – including a twenty (rather than ten) minute appointment at the termly Parental Consultations which is used to discuss progress and review the child's progress in consultation with the child's parent(s);
 - informal and formal meetings with the school SENDCo – arranged either at the request of the SENDCo, school staff and/or parents;
 - formal review meetings with parents, school staff and any outside agencies involved with the child's education;
 - parental questionnaires – particularly before a child is assessed by, for example, a specialist teacher;
 - annual school reports;
 - Care Co-ordination meetings;
 - in the case of a child with a ONE Plan, the statutory annual reviews.

Key principles for an effective partnership

- 5:12 Clavering Primary School recognises that partnerships can, in some cases, be challenging, requiring positive attitudes by all, and, in some circumstances, additional support and encouragement will be required for parents. Thus, the school has identified a set of key principles in communicating and working in partnership with parents:
- ensure positive attitudes to parents;
 - ensure only user-friendly information and procedures are used and that there is an awareness of support needs;
 - make no presumptions about what parents can or cannot do to support their children's learning;
 - acknowledge and draw on parental knowledge and expertise in relation to their child/children;
 - focus on the children's strengths as well as areas of additional need;
 - recognise the personal and emotional investment of parents and be aware of their feelings;
 - ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings (this includes copies of reviews if requested by parents);

- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints;
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers;
- recognise the need for flexibility in the timing and structure of meetings.

Supporting parents on entry and early identification of SEND

- 5:13 If a child has an identified SEND when they start Clavering Primary School, the headteacher, SENDCo and the child's class teacher should:
- ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning;
 - involve parents in developing and implementing a joint learning approach at home and in school;
 - be open and responsive to expressions of concern by parents, and take account of any information that parents provide about their child;
 - if a child has transferred from another setting and was on the other setting's SEND Register, the child's teacher and SENDCo should liaise with the child's previous school, acquiring all relevant information and paperwork. This process will happen in opposite for any SEND-registered child moving to another setting. Note: it is possible that a child with SEND may not have been registered by his/her previous school or vice versa.

Supporting parents during SEND Registration

- 5:14 Parents must be fully involved in the school-based response for their child, understand the purpose of any intervention or programme of action, and be told about the Hartlepool Information, Advice and Support Service when SEND are identified (see 6:9-11).
- 5:15 If a member of staff identifies a child has SEND, having liaised with the SENDCo, the school must inform parents, welcoming and encouraging parents to participate from the outset and throughout their child's educational career at the school. It is vital that staff encourage parents to contribute their knowledge and understanding of their child, and to raise any concerns they may have about their child's needs and the provision which is being made for them.
- 5:16 When the school identifies a child as having SEND, the appropriate member(s) of staff must make clear to parents:
- what this means for the child;
 - what this means for the parents;
 - what the school will do;
 - what parents can expect (without raising parental expectations unfairly about the level of available funding and range of provision);
 - how to contact the Hartlepool Information, Advice and Support Service;
 - what outcomes the school seeks to achieve for their child.
- 5:17 Before registering a child on the Clavering SEND Register, a 'SEND Registration Sheet' must first be completed by the teacher working alongside and in agreement with the child's parents. When doing so, the teacher must follow the key principles in communicating and working in partnership with parents outlined above.

- 5:18 Whilst the *Clavering SEND Policy* outlines school procedures and duties, it is important to recognise that parents also have a responsibility to communicate effectively with school staff to support their children's education. In working with schools they should:
- communicate regularly with their child's school and alert them to any concerns they have about their child's learning or provision;
 - fulfil their obligations under the 'Clavering Primary School Home-School Agreement' which sets out expectations of both sides.

Supporting parents during statutory assessment

- 5:19 Clavering Primary School recognises that the statutory assessment process can be difficult and challenging for parents. Parents should be fully involved in the discussions leading up to a joint decision from school and family to request a statutory assessment. In a minority of cases, the proposal to request a statutory assessment may be unexpected and create alarm or anxiety in the family. When a proposed ONE Plan is issued, the parents will need comprehensive information on the full range of local provision. They may also need additional information and support in visiting schools in order to make an informed choice.
- 5:20 Unless because of exceptional circumstances, the SENDCo will always lead on the statutory assessment process within school.

Supporting parents throughout the child's time at Clavering

- 5:21 Clavering Primary School recognises that parents' information needs change over time and, at different stages of a child's time at Clavering Primary School, parents may need information from different services and information about support from the voluntary sector. This is particularly the case during times of transition and the Clavering SENDCo and the relevant class teacher will liaise closely with children, parents and the relevant school's SEND staff during this vital time.
- 5:22 All staff must ensure that parents' information needs are met so that parents can expect to be provided with relevant information, rather than having to find it out for themselves. As appropriate/needed, staff should consult the Clavering SENDCo and/or Clavering Parent Support Workers.

Information sharing

- 5:23 When referring to other services, staff must always seek parental permission before referring a child or family to others for support (for example, Speech and Language therapy). Where parents do not wish to have their details passed on to third parties, their wishes must be respected. In all cases, if a child needs referring, it is expected that the SENDCo will be consulted for support.
- 5:24 Parents should be able to access the information that they need, when they need it, in ways that are convenient to them.

Supporting parents during SEND Deregistration

- 5:25 If a child reaches a point where he/she no longer needs support that is different from or additional to that provided as part of the school's usual differentiated curriculum offer and strategies, the teacher and SENDCo will reach a decision to deregister the child.
- 5:26 The teacher should complete a 'SEND Deregistration Sheet' alongside the child's parents.
- 5:27 It is crucial that the child's parents should be assured that just because their child is no longer receiving provision that is different from or additional to that provided as part of the school's usual differentiated curriculum offer and strategies, his/her progress will still continue to be carefully monitored and he/she will continue to benefit from the school's differentiated curriculum.

SECTION 6: Involving Specialists

- 6:1 The staff and governors of Clavering Primary School recognise that meeting the SEN of individual children requires flexible working on the part of the school and external support services (often referred to as 'outside agencies') and that these outside agencies can play an important part in helping the school identify, assess and make provision for children with SEND.
- 6:2 Outside agencies that are involved for SEND reasons will only ever be involved with the consent of the child's parents.

Principles of inter-agency working for children with SEND

- 6:3 The staff and governors of Clavering Primary School believe that all outside agencies who work with children with SEND should focus on identifying and addressing the needs of children and enabling them to improve their situation through:
- early identification;
 - continued engagement with the child and parents;
 - focused intervention;
 - dissemination of effective, evidence-based approaches and techniques.
- 6:4 The objective should be to provide integrated, high quality, holistic support focused on the needs of the child. Such provision should be based on a shared perspective and should build, wherever possible, on mutual understanding and agreement. Services should adopt a flexible child-centred approach to service delivery to ensure that the changing needs and priorities of the child and their parents can be met at any given time.
- 6:5 Table 1 lists some of the outside agencies that may be involved in supporting children with SEND at Clavering Primary School:

Table 1: Examples of external services that support schools

Health/social services	Education services
<ul style="list-style-type: none"> • Speech and language therapist (SALT) • Occupational therapist (OT) • Specialist consultant • General practitioner • Paediatrician • Health visitor • School nurse • Child and adolescent mental health service (CAMHS) • Social services • Physiotherapist • Podiatrist 	<ul style="list-style-type: none"> • Special Educational Needs Support Service • Educational psychology (EP) • Small STEPS • Portage (pre-school – home-based) • Behaviour support service • Service for physical disability • Hearing impaired service • Visually impaired service • Education welfare service (attendance) • Hartlepool Information, Advice and Support Service

- 6:6 Clavering staff members are expected to work in close partnership with the providers of all these services. The SENDCo, in particular, should be aware of the LA's policy for the provision of support services and how the school can gain access to them. Likewise, the LA should provide full information to the school about the range of services locally available and how they can be secured through the Local Offer which can be accessed at:

http://hartlepool.fsd.org.uk/kb5/hartlepool/fsd/local_offer.page

6:7 Table 2 illustrates how external agencies often support schools at one or more levels:

Table 2: External specialist support on three levels	
Level	Examples
Pupil level	<ul style="list-style-type: none"> • Assessment and reports • Observing behaviour • Coaching individual children • Counselling to boost self-esteem
Year group or class level	<ul style="list-style-type: none"> • Examining the learning environment • Problem solving at class level • Informal training for staff in a particular year group • SEAL activities
Whole-school level	<ul style="list-style-type: none"> • Improvements to SEND systems • Discussions about SEND policy • Training on areas of SEND • Provision mapping • Disability equality schemes

In practice, the levels often overlap. For example, a speech and language therapist may focus initial attention on a child's difficulties with language, but strategies suggested may involve other children through adaptations to the classroom.

6:8 Even when outside specialists are involved, the SENDCo still has prime responsibility for coordinating the special educational provision made for the child and for any decisions taken over this. Likewise, the class teacher has prime responsibility for planning the special educational provision.

Hartlepool Information, Advice and Support Service

6:9 Hartlepool Information, Advice and Support Service promotes positive relationships between parents, children, young people, schools, local authorities (LAs) and others. This is important in enabling children and young people with SEND to achieve their potential. Hartlepool Information, Advice and Support Service provides support in order to ensure that parents of children and young people with SEND are fully informed and involved in their child's education. Although the Information, Advice and Support Service are part of the LA, it operates independently from the SEND Education Services, offering impartial advice, support and information.

6:10 The following information, advice and support is available for parents, carers' children and young people through Hartlepool's Information, Advice and Support Service:

- local policy and practice;
- help to request an Education, Health and Care Plan;
- independent support to support parents, carers, children and young people through the statutory assessment process and transfer of Statements/LDAs to an Education, Health and Care Plan;
- someone to talk to in complete confidence;
- an explanation of matters concerning SEND;
- help with filling in forms and expressing views;
- someone to attend meetings with;
- information on the Local Offer of Services;
- information leaflets about SEND;
- information around personalisation and Personal Budgets;
- law on SEN and disability, health and social care through suitably trained staff;
- advice for children, young people and parents on gathering, understanding and interpreting information and applying it to their own situation;
- information on the LA's processes for resolving disagreements, mediation, its complaints procedure and means of address.

6:11 Contact: Tracy Liveras
Telephone: 01429 284876
Email: HARTLEPOOLIASS@hartlepool.gov.uk
Monday to Thursday 8:30am to 5:00pm. Friday 8:30am to 4:30pm.

SECTION 7:

Additional Support Information

The Local Authority's Local Offer

- 7:1 Clavering co-operates with the LA in reviewing the provision that is available locally and in developing the Local Offer. This can be accessed at:
- http://hartlepool.fsd.org.uk/kb5/hartlepool/fsd/local_offer.page
- 7:2 Where necessary/appropriate, the school also collaborates with other local education providers to explore how different needs can be met most effectively.

Admissions

- 7:3 The admissions arrangements for all Clavering pupils are in accordance with local and national guidance and legislation, including admissions for children with SEND. More detailed information (plus relevant links to policies) can be accessed on the 'Admissions' section of the school website.

Inclusive curriculum

- 7:4 The staff and governors of Clavering Primary School passionately believe that all children should have access to a broad and balanced curriculum.
- 7:5 The inclusion expectations within the *National Curriculum* (DfE, 2014, p. 8) for children with SEND are that:
- teachers should set high expectations for every child. They have an even greater obligation to plan lessons for children who have low levels of prior attainment;
 - teachers should use appropriate assessment to set targets which are deliberately ambitious;
 - teachers should take account of their duties under equal opportunities legislation;
 - lessons should be planned to ensure that there are no barriers to every child achieving;
 - with the right teaching, that recognises their individual needs, many disabled children have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these children can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.
- 7:6 In many cases, such planning will mean that children with SEND will be able to study the full national curriculum.

Exam arrangements

- 7:7 The SENDCo and relevant class teacher(s) will ensure that all children with SEND have appropriate access arrangements for formal examinations. These may mean, for example, purchasing modified exam papers or applying for additional time. Access arrangements are made in liaison with the child and the child's parents.

Behaviour and bullying

- 7:8 Clavering Primary School is committed to safeguarding the needs of children with SEND and the *Clavering Policy for Behaviour and Bullying* (available in school and on the school website) sets out the school's procedures to ensure that children with SEND are not victimised, bullied or disadvantaged.

Year group transfer

- 7:9 Some children, including some children with SEND, require additional support when transferring to the next year group in school. Additional support is provided on a needs-basis and may include, for example, additional time spent with the new teacher, additional time spent in the new classroom and/or modifications made to the new classroom.

School transfer

- 7:10 When children move schools, either at phase transfer or at any other time, primary schools are required to transfer school records for all children within fifteen school days of the child ceasing to be registered at the school. However when transfer arrangements are made in advance, it is good practice for information to be provided in time for appropriate planning by the receiving school.
- 7:11 The new primary school (whether Clavering in the case of an incoming child or another school in the case of an outgoing child) should receive the school records of a child identified by his/her primary school as having SEND, including: any detailed background information collated by the primary school; copies of documents prepared in support of intervention; and any Education and Health Care Plans.
- 7:12 Transferring SEND documentation to another school (including Year 6 children with SEND to their secondary school) is the responsibility of the Clavering SENDCo.
- 7:13 In the case of Clavering SEND-registered pupils leaving Clavering (including children at the end of Year 6), the Clavering SENDCo and relevant class teacher(s) will liaise as much as possible with the new school in order to ensure a smooth and successful transition. In the case of Year 6 children, this may include additional transfer meetings and visits. This is the responsibility of the child's teacher(s) and the Clavering SENDCo.

Sharing and publishing SEND information

- 7:14 The Clavering Governing Body understand that it has to publish a 'SEN Information Report' on the school website about the implementation of the governing body's policy for children with SEN. The information published has to be updated annually and any changes to the information occurring during the year have to be updated as soon as possible. The information required is set out in the *Special Educational Needs (Information) Regulations* (DfE, 2014). The governors' report is published in the 'SEND' section of the school website.
- 7:15 In addition, when setting out details of the broad and balanced curriculum provided in each year, the school is expected to include details of how the curriculum is adapted or made accessible for children with SEN. This is also published in the 'SEND' section of the school website.

7:16 The school is also expected to make data on the levels and types of need within the school available to the LA. This data will be required to inform local strategic planning of SEN support, and to enable the LA to identify children who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN information report.

SECTION 8:

Supporting children at school with medical conditions

- 8:1 The staff and governing body of Clavering Primary School are committed to ensuring that children at school with medical conditions (including disabilities) are properly supported so that they have full access to education – including the Clavering Curriculum for PE, school trips and residential.
- 8:2 The school understands that the *Children and Families Act 2014* (HMSO, 2014) places a duty on maintained schools and academies to make arrangements to support children with medical conditions and that the school is required to have regard to statutory guidance *Supporting pupils at school with medical conditions* (DfE, 2014).
- 8:3 Likewise, the school appreciates that 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* (HMSO, 2010).
- 8:4 The staff and governing body of Clavering Primary School acknowledges the duties under the *Equality Act 2010* (HMSO, 2010) towards individual disabled children and young people. Therefore, the school makes reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children might require and what adjustments might need to be made to prevent that disadvantage.
- 8:5 Just as importantly, the school also acknowledges its wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.
- 8:6 At Clavering Primary School, individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such children. Where children also have SEN, their provision is planned and delivered in a co-ordinated way with the healthcare plan.

SECTION 9:

Monitoring and evaluation of SEND

- 9:1 Clavering Primary School is committed to regularly and carefully monitoring and evaluating the quality of provision that the school offers for all children, including those with SEND.
- 9:2 This is done through a variety of methods, including:
- formal lesson observations;
 - informal lesson drop-ins (lasting approximately ten minutes);
 - planning and evidence scrutinies (typically conducted by the headteacher, relevant Subjects Leader and/or relevant Subject Coordinator);
 - consultation with staff members, children, parents and other relevant people;
 - analysis of SEND-related data.

SEND Action Plan

- 9:3 Clavering annually writes a SEND action plan as an addition to and linked to the school's Development Plan.
- 9:4 The SEND action plan is written by the SENDCo.
- 9:5 The plan is monitored by the headteacher and evaluated biannually by the SEND link governor.

SECTION 10:

Training, funding and resources

Training

- 10:1 In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development. This is provided in-house by, for example, the SENDCo or an outside agency brought in to train and/or support Clavering staff members or externally by sending staff members on relevant courses.
- 10:2 All teachers and support staff undertake induction on taking up a post at Clavering and this includes learning the systems and structures in place around the school's SEND provision and practice and discussing the needs of individual children.
- 10:3 In addition, the Clavering SENDCo regularly attends and shares practice at the LA SEND Forums on behalf of the school; this ensures that Clavering is kept up-to-date with local and national updates in SEND.

Funding for SEN support

- 10:4 Like all mainstream schools, Clavering Primary School is provided with resources to support those with additional needs, including children with SEND. Most of these resources are determined by a local funding formula, decided at the local schools' forum, which is also applied to local academies. *The stance of the Clavering Governing Body is that this funding formula currently disadvantages Clavering Primary School.*
- 10:5 Clavering Governing Body has an amount identified within the school's overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of the school budget.
- 10:6 It is the duty of the school to determine its approach to using school resources to support the progress of children with SEND.
- 10:7 The SENDCo, headteacher and Clavering Governing Body work together to:
- establish a clear picture of the resources that are available to the school; and
 - consider its strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.
- 10:8 The school is not expected to meet the full costs of more expensive special educational provision from its core funding, but is expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. It is the responsibility of the LA (usually the authority where the child lives) to provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual child exceeds the nationally prescribed threshold.
- 10:9 Where necessary, the school will apply to the LA's Individual Pupil Support Panel for Individual Pupil Support Funding. There is no guarantee that this funding will be provided by the LA.

SECTION 11:

Record keeping, storing, managing and sharing information

11:1 The Clavering SENDCo has overall responsibility for ensuring that the school's SEND records are properly kept and available as needed and teachers are responsible for their own children's individual paper-based SEND Files and electronic SEND Folders.

Record keeping

11:2 As required by the *SEND Code of Practice* (DfE and DoH, 2014), the Clavering SENDCo has established a whole-school approach to SEND-related recording keeping in line with the requirements of the *Data Protection Act 1998* (HMSO, 1998).

11:3 Teachers need to ensure that the provision made for children with SEND should be recorded accurately and kept up-to-date.

11:4 The school acknowledges that, as part of any inspection, Ofsted will expect to see evidence of pupil progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided.

11:5 As required by the *SEND Code of Practice* (DfE and DoH, 2014), teachers are expected to record specific details of additional or different provision made under SEND support and evaluate its impact. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. This will, typically, be detailed on the child's 'APDR Form'.

11:6 In addition, as required by the *SEND Code of Practice* (DfE and DoH, 2014), teachers must ensure that they have accurate information to evidence the SEND support that has been provided (including teaching strategies, additional provision and the involvement of specialists), as well as its impact. This will, typically, be detailed on the review of the child's 'APDR Form'.

11:7 The staff and governing body of Clavering Primary School acknowledges that provision maps are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. Therefore, each child's 'APDR Form' has its own provision map underneath the agreed SMART Targets which sets out the additional provision that is made for the child, the intended outcome(s) and (completed during the review process) the impact of the additional provision.

11:8 Provision management is used strategically by the SENDCo, Senior Leadership Team and Clavering Governing Body to develop special educational provision to match the assessed needs of children across the school, and to evaluate the impact of that provision on pupil progress. Used in this way, provision management:

- contributes to school improvement by identifying particular patterns of need and potential areas of development for teaching staff;
- helps to develop the use of interventions that are effective and to remove those that are less so;
- supports the school in improving the core offer for all children as the most effective approaches are adopted more widely across the school.

Clavering SEND Register

- 11:9 **The Clavering SEND Register is the responsibility of the Clavering SENDCo** and contains information about all SEND-registered children as required by the headteacher, Clavering Governing Body, staff members, the LA and the Department for Education.
- 11:10 **It is the responsibility of each class teacher to ensure that all of their children with identified SEND have been appropriately added to the Clavering SEND Register.**
- 11:11 A copy of the Clavering SEND Register is available in the 'Inclusion' folder on 'StaffShared'.

Individual SEND Files

- 11:12 Every SEND-registered child (other than those registered purely because they are receiving speech and language therapy) has his/her own blue individual SEND File. All of the SEND Files are stored in alphabetical order in the locked SEND cupboard.
- 11:13 The contents of each SEND File vary from child to child, but will typically include the following:
- SEND Registration Sheet;
 - School Action Monitoring;
 - APDR History;
 - Outside Agency Involvement – by type (if appropriate).
- 11:14 Children whose SEN is solely linked to them receiving speech and language therapy have their documents held in a plastic wallet in the 'SALT only SEN Provision' file which is stored in the same locked SEND cupboard.
- 11:15 **It is the responsibility of each teacher to maintain their SEND-registered children's individual SEND folder and to familiarise themselves and take into account all of the available information.**

Electronic SEND Folders

- 11:16 In addition, every SEND-registered child has his/her own individual electronic SEND Folder which is stored in the 'Inclusion' folder on 'StaffShared'. **It is the responsibility of each teacher to ensure that a copy of the child's APDRs and reviews are placed in the electronic folder.**
- 11:17 The Clavering SENDCo will also, as appropriate, place electronic copies of other documents in the electronic folders, e.g. copies of applications for individual pupil support funding.

Confidentiality

- 11:18 **All staff members must be aware of the confidentiality of all information kept on the Clavering SEND Register and in the individual blue SEND Files and electronic SEND Folders.**

'SEND Evidence of Support' sheets

- 11:19 Whenever a teaching assistant works with a child with SEND or a group of children with SEND (including 1:1 teaching assistants), they should complete a 'SEND Evidence of Support' sheet. These are filed in the appropriate section in the teaching assistant's folder and form part of the ongoing conversations between the teaching assistant and relevant teacher.
- 11:20 **The effective deployment of support staff is the responsibility of the class teacher. It is the responsibility of the teacher to ensure that he/she closely oversees the work completed by children with SEND (not solely relying on information from the teaching assistant) and that next steps in learning are carefully planned in consultation with the teaching assistant and 'SEND Evidence of Support' sheets (as relevant).**

SECTION 12:

Review of the *Clavering SEND Policy*

12:1 This policy will be reviewed annually.

APPENDIX 1:

Clavering Special Educational Needs and/or Disabilities Coordinator (SENDCo)

The Clavering Governing Body understands that:

- it must ensure that there is a qualified teacher designated as SENDCo for the school;
- the SENDCo must be a qualified teacher working at the school;
- a newly appointed SENDCo must be a qualified teacher and, where they have not previously been the SENDCo at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment;
- the SENDCo has an important role to play with the headteacher and governing body in determining the strategic development of SEN policy and provision in the school. The Clavering SENDCo will always be part of the Clavering Leadership Team and, if not a member of the Clavering Senior Leadership Team, will hold a TLR post on the Clavering Leadership Team.

The SENDCo:

- has day-to-day responsibility for the operation of the *Clavering SEND Policy* and co-ordination of specific provision made to support individual children with SEND, including those who have ONE Plans;
- provides professional guidance to colleagues and will work closely with staff, parents and other agencies;
- should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that children with SEND receive appropriate support and high quality teaching;
- oversees the day-to-day operation of the *Clavering SEND Policy*;
- co-ordinates provision for children with SEND;
- liaises with the relevant Designated Teacher where a looked after child has SEND;
- advises on the graduated approach to providing SEND support;
- advises on the deployment of the school's delegated budget and other resources to meet children's needs effectively;
- liaises with parents of children with SEND;
- liaises with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- is a key point of contact with external agencies, especially the LA and its support services;
- liaises with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned;
- works with the Clavering headteacher and Clavering Governing Body to ensure that the school meets its responsibilities under the *Equality Act 2010* (HMSO, 2010) with regard to reasonable adjustments and access arrangements;
- ensures that the school keeps the records of all children with SEND up-to-date.

The Clavering Governing Body acknowledges its duty to ensure that the SENDCo has sufficient time and resources to carry out the above functions, including providing the SENDCo with sufficient administrative support and time to fulfil his/her responsibilities.

In order to provide appropriate time for the SENDCo to carry out his/her essential duties, the Clavering Governing Body has adopted the 'Formula for guiding SENCo Essential Duties Time (per week)' from the *SENCo Charter* (NUT, 2014).

APPENDIX 2:

Clavering SEND link governor

The *SEND Code of Practice* (DfE and DoH, 2014) states that there should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEND. However, it does not set out what this role entails.

The Clavering Governing Body acknowledges that all governing bodies have important statutory duties towards children with SEND. Governing bodies should, with the headteacher, decide the school's general policy and approach to meeting children's SEND for those with and without ONE Plans.

The Clavering Governing Body is committed to annually appointing a suitably qualified and experienced link governor to have specific oversight of the school's arrangements and provision for meeting SEND. The governor is the link between the governing body and the school in relation to children with SEND.

Specific roles for the Clavering SEND link governor include:

- informing the governing body about SEND systems and practices in the school and assuring the governing body that the school is compliant with statutory duties;
- helping to raise awareness of SEND issues at governing body meetings;
- ensuring that the notional budget for SEN is appropriately allocated to support children with SEN;
- ensuring that all Clavering pupils have access to a broad and balanced curriculum;
- giving up-to-date information to the governing body on the quality and effectiveness of governing body provision within the school;
- helping to review the policy on provision for children with SEND;
- ensuring that the school has regard to the *SEND Code of Practice* (DfE and DoH, 2014);
- visiting the school to talk to stakeholders about their satisfaction with the SEND provision.

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