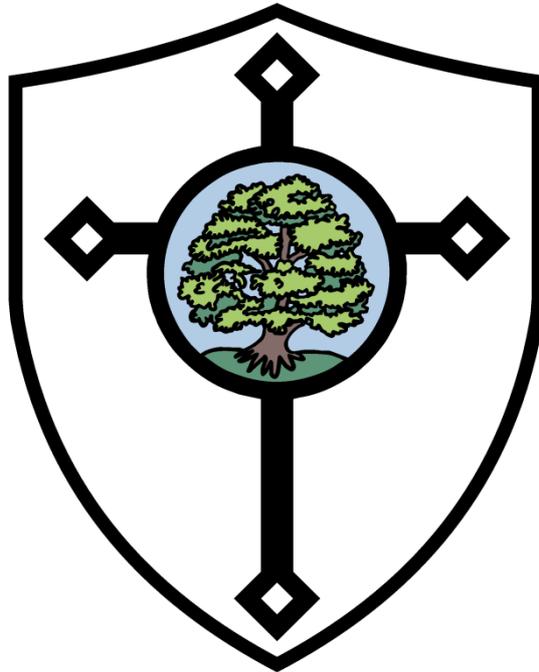


**The New Forest C of E (VA) Primary School**  
at Landford, Nomansland & Hamptworth



**Special Educational Needs  
and Disabilities  
(SEN/D)  
Policy**

**Adopted: September 2009**

**Last reviewed/approved: May 2018**

**Review: yearly**

**Status: statutory**

## Special Educational needs and Disabilities (SEN/D) Policy

The New Forest Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment. We have adopted the *'Fruits of the Spirit'* (Galatians 5:22) as our school values and expect these to be demonstrated by everyone in our school in accordance with our mission statement *'Growing and Learning Together through Christian Values'*.

*'Our vision for children with Special Educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college and lead happy and fulfilled lives.'*  
Special Educational Needs and Disability Code of Practice 2014.

### 1. Introduction

This policy replaces all previous SEND policies. It takes account of the statutory guidance of the new inclusive Code of Practice for Special Needs and Disability 2014 and the Children's and Families Act 2014. The exemplar policy devised by the Local Authority team has been adapted to suit the needs of our own school by the SEND Coordinator and the SEND Governor, in consultation with the staff and the Staffing & Curriculum Committee.

*'There is a greater focus on support that enables those with SEND to succeed in their education and make a successful transition to adulthood'*. Code of Practice 2014

### 2. Definition of SEN/D (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Children have a learning difficulty if they:

- Have a **significantly** greater difficulty in learning than the majority of children of the same age; or
- Have a **disability** which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.

Special educational provision means:

For children of two or over, educational provision which is additional to, or otherwise different from, the educational provisions made generally for children of this age in schools maintained by the Local Education Authority (LEA), other than special schools in the area (Code of Practice 2014).

### 3. Aims

We believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and meaningful access to the National Curriculum also in line with our Equality Policy and Accessibility Plan. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education, and ensure that every teacher is an effective teacher of children with SEN/D.

The school aims to provide all pupils with strategies for dealing with their needs in a supportive environment.

#### **4. Objectives**

The objectives of our policy are:

- To identify and monitor children's needs from the earliest possible stage, so that appropriate provision can be made and their attainment raised;
- To plan an effective curriculum to meet the needs of children with SEN/D centred on outcomes;
- To raise self-esteem of children with SEN/D, acknowledging the progress they have made;
- To work in close partnership with parents/carers of children who have SEN/D;
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- To work in close partnership where appropriate with outside agencies to support the needs and provision for children who have SEN/D.

#### **5. Roles and responsibilities**

##### **5.1. Governors' role**

The governing board of a community, voluntary or foundation school must:

- Do its best to ensure that the necessary provision is made for any child who has SEN/D;
- Ensure that where the Head Teacher has been informed by the LEA that a child has SEN/D, those needs are made known to those likely to teach them;
- Ensure that parents/carers are notified of a decision by the school that SEN/D provision is being made for their child;
- Ensure that teachers in school are made aware of the importance of identifying and providing for children with SEN/D;
- Consult the LEA and the governing board of other schools when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole;
- Ensure that a child with SEN/D joins in the activities of the school, together with children who do not have SEN/D, as far as is reasonably practical;
- Report to parents/carers on the implementation of the school's policy for children with SEN/D in the school's prospectus, including the name of the person responsible for coordinating SEN/D provision (SENCo).

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEN/D policy, and are up-to-date and knowledgeable about the school's SEN/D provision, including how funding, equipment and personnel resources are deployed;
- SEN/D provision is an integral part of the School Development Plan, Equality Policy and the school's self-evaluation process;
- They liaise with the SENCo to ensure the governors are updated with SEN/D developments.
- Have regard to the SEN/D and Disability Code of Practice 2014 when carrying out their duty towards all children with SEN/D.

**Governor for SEN/D:**

**Governor for Looked-After Children:**

**Nominated Safeguarding Governor:**

**Designated Safeguarding Lead (DSL):**

**Mrs Joyce Garnett**

**Mrs Chris Dyer**

**Rev David Bacon**

**Mr Paul Lailey – Head Teacher**

**Deputy Safeguarding Leads :**

**Mrs Caroline Whittaker – Deputy Head**

**Miss Caroline Morland – KS2 Lead**

**Mrs Caroline Wilkinson – SENCo**

**Additional Safeguarding Governor:**

**Mrs Carol Grant**

## **5.2. SENCo's role**

The SENCo is responsible for coordinating the provision of SEN/D throughout the school and currently this is **Mrs Caroline Wilkinson** who holds the National Award for SEN (NASENCO).

The role will involve:

- Day to day operation of the SEN/D policy;
- Providing advice to staff – supporting, liaising with them and where necessary assisting in the completion and implementation of Provision Maps, of Individual Learning Plans and Support Plans including reviews;
- Working alongside staff in identifying, assessing and planning for children's needs and ensuring that children make progress;
- Overseeing and maintaining specific resources for SEN/D;
- Liaising with outside agencies and coordinating the range of support available to children with SEN/D;
- Contributing to, organising and assisting in the continuing professional development (CPD) of staff, on occasion leading in-service training, this includes both TAs and teaching staff;
- Monitoring, evaluating and reporting on the provision for children with SEN/D to the governing board in conjunction with the designated responsible person;
- In conjunction with the class teacher, liaising with parents/carers of children with SEN/D;
- Maintaining the school's SEN/D register and SEN/D records;
- Liaising with SENCo in secondary schools and/or other primary schools to help provide a smooth transition from one school to another;
- Liaising with SENCo in pre-schools where necessary;
- Attending cluster group meetings and relevant professional courses and meetings to ensure continued professional development and up-to-date knowledge.

## **6. Arrangements for co-ordinating provision for children with SEN/D**

Teachers are expected to make every effort to ensure that children with SEN/D are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. This may be delivered by a teacher or teaching assistant and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom.

- Sharing of expertise is welcomed and encouraged;
- SEN/D is a part of the school development plan;
- The SENCo has regular input at staff meetings;
- The SENCo holds regular meetings with TAs to discuss current issues and to offer in house training;
- The SENCo meets formally with the Head Teacher/SLT each term to review individuals' progress and provision, and more frequently on an informal basis and attends/leads pupil progress meetings;
- There is daily informal contact between all staff to monitor individual pupils and to discuss concerns;
- Pupils are involved as far as practical in discussions about their targets, provision and progress. Any ILPs are shared with children and parents; pupils with EHCPs attend and contribute to their Annual Reviews.

An Annual Planning meeting is held between the school's allocated educational psychologist, LA SEN Advisor and SENCo to discuss and to plan in-service training and provision.

- SEN/D surgeries are held where necessary with representatives from SSENS, Educational Psychology and Behaviour Support to provide general up to date advice and support. Where more targeted support is needed, SEN surgeries are held for a specific year group or an area of need.
- Pupil progress meetings are held with the Head Teacher/SLT and class teachers.
- The SENCo ensures that the following information is easily accessible to staff and those governors with SEN responsibility:
  - The school's SEN/D policy
  - The SEN register
  - The school's Equality Policy
  - Accessibility Plan
  - Health and Safety Policy

**Class Teachers** are responsible for including pupils with SEN/D in the classroom and for providing an appropriately differentiated and inclusive National Curriculum (reflected in their planning). Quality First Teaching is the first level of intervention for all pupils with SEN/D.

**Teaching Assistants** work as part of the team alongside the SENCo and the teachers. They support pupils' individual needs and help with inclusion of pupils with SEN/D within the class. They play an important role in implementing specific intervention programmes for which they receive training and monitoring and reporting progress and impact. They contribute to review meetings and help pupils with SEN/D to gain access to a broad and balanced curriculum.

**TAs should:**

- Be fully aware of the school's SEN/D Policy and the procedures for identifying, assessing and making provision for pupils' responses to tasks and strategies;
- Be fully aware of the school's Behaviour Management and Discipline Policy to ensure a consistent approach;
- Give feedback to teachers about pupils' responses to tasks and strategies.

**7. Identification and assessment arrangements and review procedures**

The school follows the guidance contained in the SEN/D Code of Practice (2014). This recommends a graduated approach. The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas. These are:

- |  |  |
|--|--|
| • Communication and interaction:       | Speech and language, ASD                               |
| • Cognition and learning:              | Learning/specific learning difficulties, e.g. Dyslexia |
| • Social, emotional and mental health: | ADHD, social, emotional and mental health (SEMH)       |
| • Sensory and/or physical:             | Hearing, visual, physical                              |

**8. SEND Provision within school**

**The Graduated Approach to SEN support**

Where possible we will try and meet every child's needs within the classroom through Quality First Teaching, ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school (targeted and highly effective differentiation).

However, if early identification and assessment by the class teacher determines that a child is not making adequate progress they will consult the SENCo and parent/carers. They, in conjunction with the child if appropriate, will review the strategies and approaches that are currently being used and the way these might be developed. A cycle of Assess, Plan, Do, Review would be carried out. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school the child would be classified as in need of SEN Support. It may be that the child:

- Makes little or no progress even when teaching approaches are targeted to their particular needs;
- Shows signs of difficulty in developing skills in literacy or mathematics;
- Shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour and discipline approaches used in school;
- Has physical or sensory problems and, despite specialist equipment being provided, still makes little or no progress;
- Has communication and/or interaction difficulties which lead them to making little or no progress.

We would target specific interventions and support, measuring impact of any intervention.

These children may have provision in or out of class and this would be noted on the Class Provision Map and if necessary on an Individual Learning Plan. If no progress has been made it may be that additional support from external advisors would be required. A My Support Plan might be necessary and they would be placed on the SEN/D register. The SEN/D register is reviewed at least three times a year in a meeting between class teachers and the SENCo.

Children on My Support Plans require additional strategies and support in the long term. We will seek advice on fresh outcomes, targets and strategies, or more specialist assessments that can help us with our planning from outside agencies. We will ensure that parental consent is sought before any outside agencies are involved. Long term goals will be considered and then the short term goals that will be needed to fulfil these long term goals. The My Support Plan will provide for:

- The child's view and opinions and what is important to them;
- The child's strengths and weaknesses;
- The views of parents and carers;
- What is important for the child (e.g. health or communication needs) and how best to support the child;
- How the child learns;
- What is and isn't working for the child and family;
- A shared action plan with short-term targets based on outcomes;
- The support action needed to achieve this;
- What provision we will make;
- When we will monitor and review the plan.

My Support Plans will be reviewed with parents three times a year.

### **Requesting an Education Health Care Plan (EHCP)/Statutory My Plan**

Where, despite our best endeavours, the child still makes little or no progress in the desired areas, we will discuss with the parents/carers and child, the need for either of us to approach the LA to request a statutory assessment. This process requires evidence of at least two cycles of Assess/Plan/Do/Review and a My Support Plan in place for a minimum of a year before it will be considered for Statutory Assessment. The SENCo would then contact the SEN Service to request a SEND Lead worker is appointed to the child. They become the single point of contact and have responsibility for all liaison between parties. The SEND Lead Worker will attend the My Support Plan review and provide advice to the parent/carer and the school as to evidence required for the statutory assessment process. If the LA decide to go ahead with the statutory assessment the SEND Lead Worker will coordinate the assessment and write a draft EHC plan in conjunction with the parent/carer, child, external agencies and school to submit to the LA. This

may or may not result in the LA issuing an Educational Health Plan. Where a child has an EHCP, we will carry out an Annual Review of progress and provision which parents/carers, child, outside agencies and other staff as appropriate, will be invited to attend.

The threshold of an EHCP is effectively that a school is unable to meet a child's SEN/D without substantial additional support to access the curriculum.

An EHCP comes with a level of Banding need and an allocation of money from the LA. The money can be used for resources, training, equipment, enhanced curriculum provision or staff allocation. It is not an allocation of 1:1 TA hours for that child. It is the school's responsibility to use the money in the most appropriate manner for the best interest of the pupils. This allowance is only given when the child is deemed to require what would be considered to be the equivalent of more than fifteen hours of support. The first fifteen hours of support comes from the school's delegated budget – this is provided to support all children in the school with special needs – with or without an EHCP, with the emphasis on Quality First Teaching.

Support for children with or without an EHCP may be individual, small group or within a whole class situation. Support is organised and managed by the school, allowing for the needs of all the children in the school.

### **Curriculum access and inclusion**

Pupils are grouped in classes according to age and/or ability. As there is a wide range of ability in each year group, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels. Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually or with a group with a TA in order to acquire, reinforce or extend skills more effectively. Small groups of children are given support for additional literacy, numeracy and motor skills. The class teacher, in conjunction with the SENCo, will oversee this provision to ensure it meets the objectives of this policy.

Provision for pupils with SEN/D is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development. Participation in extracurricular activities, clubs and school visits is promoted. If children are making sufficient progress with support strategies they may be removed from the SEN/D register. Any child taken off the SEN/D register can be put back on again and the same graduated approach will be followed.

## **9. Admissions arrangements**

Normal admission arrangements apply. The Admissions policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's Equality policy. No child will be denied admission because of his or her race, physical ability or academic attainment. If a child is transferring into the school with an Educational Health Care Plan, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met.

Any variation to the above will need to be agreed by the full governing board.

## **10. Specialist facilities (please see SEN/D Information Report)**

This details the support and provision that we are able to offer children and young people with SEN/D. This is available on our website.

**There are no specialist facilities or special units in the school, however:**

- All teaching staff are trained to teach pupils with SEN/D. Additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil;
- Differentiated resources are used to ensure access to the curriculum: resources are easily accessible in each classroom. Additional teaching bases are provided around the school with the Garden Room available for meetings. All staff are kept well-informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity;
- Pupil support aims to encourage as much independence as possible within a safe and caring environment. The staff have all been trained in scaffolding support for children to enable maximum independence;
- We have access to the expertise of LA services and other agencies if/when it is required;
- We provide ELSA support to those children identified with emotional needs within school. We currently have two trained ELSAs who attend regular professional training from the EP service;
- The school provides easy access for wheelchairs with one disabled toilet on the KS1 site and two on the KS2 site with washing area. The governors do their best to ensure that the environment of the school is such that, as far as is practically possible, children who are disabled can participate in the full curriculum.

## **11. Resources**

Most of the resources used by children having SEN/D are available within the classroom. Money may also be spent on further additional resources, staffing costs and time in order to manage the support for SEN/D and meet the objectives of this policy. Teaching assistants may be targeted to work with identified children under the guidance of a teacher and in consultation with the SENCo. Occasionally children may be allocated a special needs allocation by the LA to enable them to receive appropriate support. This could be for 1:1 support on occasion, resources, training, etc. The Head Teacher, SENCo and governors will prioritise the needs of all pupils in the school and allocate such funds and resources appropriately.

## **12. Criteria for evaluating the success of our policy**

The policy will be evaluated against the objectives stated at the beginning of this policy by:

- An analysis of all teachers' planning by the Head Teacher/SENCo to ensure that a differentiated approach is taken, and that the learning objectives in ILPs, where used, and outcomes from My Support Plans are identified and reflected in planning;
- Where used, ILP targets being monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets (SMART);
- Parents/carers are involved with individual targets set with children;
- Children are involved in discussing, constructing, reviewing and having their views recorded on their own Individual Learning Plans, My Support Plans and EHCPs;
- Ensuring that outside agencies where appropriate, have their comments and recommendations recorded on the My Support Plans and are involved in their development;
- The School Development Plan and SEF priorities which include the provision for SEND;
- Undertaking a value for money review of our SEN/D funding;
- Any external evaluation or inspection;
- A SEN SEF being carried out and evaluated annually.

Success criteria will be:

- All planning reflects My Support Plan outcomes and any previously identified needs;
- All children are clear about the targets set for them, and involved in the process of assessing whether or not their targets have been met;
- All parents will be informed of their child's targets and fully involved in the review process at parents' meetings and/or individual appointments;
- Children involved in interventions should be assessed prior to the intervention, monitored over a specified amount of time and impact calculated. The results should be reassessed and outcomes carefully evaluated.

### **13. Complaints procedure**

If parents/carers have a complaint concerning provision for their child, they should discuss this with the class teacher in the first instance. If this proves unsuccessful the matter should be referred to the SENCo and Head Teacher. Should the complaint remain unresolved, then it should be referred to the Chair of Governors/Vice Chair of Governors. If the complaint remains unresolved then there will be an opportunity for appeal. If parents/carers are not satisfied that the correct procedures have been followed regarding the complaint, then the matter may be referred to the LEA and/or Secretary of State. Please refer to the school's Complaints Procedure for full details.

### **14. Continuing Professional Development (CPD)**

Through the monitoring and evaluating of our provision, the SENCo, with the Head Teacher, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCo and information provided during the annual evaluation of the school's overall SEND provision.

### **15. Links and use of outside agencies**

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with SEN/D. Where it is necessary to contact outside agencies, the SENCo will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Local Education Team, including the Educational Psychologist, Learning Support Team, Physical and Sensory Impairment Support Service Team, Speech Therapist, Behaviour Support Team, Health and LA personnel. Any or all of these agencies may be involved in the Provision Map and/or construction, delivery or review of targets set in children's My Support Plans in order to ensure children's attainment is raised. It should be noted that due to the school's proximity to the border with other LAs there can be discrepancies and inconsistencies between support available from Wiltshire Council compared to other counties. For example the EHCP application process and provision may be slightly different. Some external agencies from both Wiltshire LA and elsewhere may have limited numbers of professional visits available to the school.

### **16. Links with other schools**

Links are maintained to ensure a smooth transfer on school entry, through liaison with Early Years Settings and School Start where necessary. Children are invited to visit us for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage.

Children with SEN/D who transfer from other schools, are supported through their induction to the school by the class teacher, SENCo and by classroom buddies to ensure that they have a smooth transition.

Liaison from Year 6 to Year 7 ensures a smooth transition. Staff from the relevant secondary schools usually visit and Year 6 children will visit their future school. Specialist staff from the schools will maintain close liaison, which continues into Year 7. An enhanced transition package is developed for any child who might find the transition challenging.

### **17. Partnership with parents/carers/children**

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views, and implementing and reviewing where necessary, the Individual Learning Plan or My Support Plan. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in school. All children are involved in making decisions, where possible as soon as they start school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued, and who can practice making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning. We encourage them to have a voice in deciding the priorities for our School Development Plan through the School Council. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. All children complete a One Page Profile highlighting their strengths and interests and how best to support them in their learning. For children with SEN/D this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

### **18. Monitoring and review**

This policy is monitored by the governing board, and will be reviewed annually, or earlier if necessary.

#### **Related policies:**

- Accessibility Plan
- Admissions Policy
- Behaviour Management and Discipline Policy
- Complaints Policy
- Equality Policy