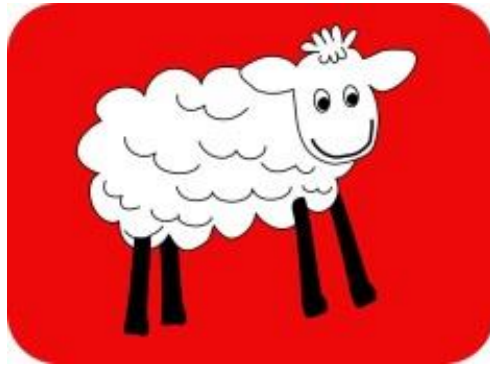




*Sheepy Magna Church of England
Primary School
SEND Policy*

Headteacher: Alison Field

SEND Coordinator: Emily Smith

SEND Governor: Nicola Olds

Last Reviewed – December 2024

Next Review Date – December 2025

SEND policy

This SEND policy is a key document to support the finest inclusion practice in our school and the high aspirations that we have for all of our pupils.

This policy should be read in conjunction with other policies as everything we do at Sheepy Magna CofE Primary is with the aim of ensuring inclusion for all children.

Our SENDCO is Mrs Emily Smith, who gained the qualification National Award in Special Educational Needs Coordination in July 2023. She can be contacted via the school office on 01827 880395 or SENDCO@sheepymagna.leics.sch.uk

Aims

Sheepy Magna Church of England Primary School aims to embrace the needs of all its pupils and has a whole-school approach to special educational needs and disabilities (SEND). We provide effective opportunities for all to achieve their best, by responding to a child's diverse learning needs, setting suitable learning challenges and overcoming barriers to learning. We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for all children. We recognise the importance to include the views, wishes and feeling of the children and their parents/carers and their participation in decision making. We always endeavour to raise the aspirations, expectations and achievements of all children.

Our SEND provision is co-ordinated by the Special Educational Needs Co-ordinator (SENDCO) and implemented by teachers and other members of teaching support teams. We follow the Department for Education (DfE) definitions and guidance, the policy complies with the statutory requirements and guidance set out in the relevant legislation and documents.

Objectives

- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision
- To ensure that children with SEND can engage successfully in all school activities alongside pupils who do not have SEND, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school environment.
- To work in close partnership with parents, Leicestershire Local Authority and other key agencies to ensure that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision.
- To ensure a high level of staff expertise to meet pupils' needs through universal and targeted training and continued profession development
- To promote independence, resilience, confidence and determination in all pupils including those with SEND so that they can be the best versions of themselves and begin to build the skills necessary for successful transition to secondary school and then into adulthood
- To ensure all children at Sheepy Magna CofE Primary have a voice and are confident and able to state their feelings, thoughts and needs.
- To ensure that parents' views are taken into account and valued.

Admission of pupils with Statements / EHC plan

Sheepy Magna Church of England Primary School follows The School Admission Code 2021 [last updated March 2022] Admission arrangements can be found on our website.

Areas of Special Educational Need and Disability

By SEND we mean a learning difficulty or a disability that prevents, hinders or inhibits a student from accessing our facilities and resources, limits progress or opportunities and constitutes a significant difficulty.

Special educational needs and provision can be considered as falling under four broad areas. Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

- **Communication and interaction** - Children and young people with SEND may have difficulties in one or more of the areas of speech, language and communication.
- **Cognition and learning** - Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts.
- **Social, mental and emotional health** - For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve.
- **Sensory and/or physical needs** - There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010 [last updated 2015].

It should be noted that there are other factors that can impact upon a child's progress and attainment which are not SEND related. E.g. Attendance and punctuality, EAL, Family circumstances, Economic disadvantage.

A graduated Approach to SEND Support

Pupil Identification

The graduated approach to SEND support, identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system to identify where pupils are not making expected progress or working below national expectations. If necessary, class teachers will support pupils through the delivery of relevant and timely interventions, quality first teaching and appropriate differentiation and in-class support. These are all aimed at closing the gap or raising the attainment. The class teacher will also talk with parents to ensure there is a shared understanding of pupils needs and to gain parental perspective on any emerging concerns and areas of strength.

Where a pupil's needs are persistent, the class teacher will carry out an 'Initial concerns' assessment and discuss this with the SENDCo. There may be a possible need for additional, more specific assessments to be carried out. Parents will be invited to attend a meeting and share their

perspective and where appropriate, the pupil's views will be sought. If additional provision is required beyond what is already delivered to meet the child's needs, the child will be then placed on the school's SEND register. The class teacher remains responsible and accountable at all times for the progress and development of all children in his/her class, even where a child may be receiving support from a teaching assistant. High quality teaching with planned individualised support is always seen as the first step in responding to pupils' who may have SEND. Working together, the SENDCo, class teacher, parents and child (where appropriate) will select appropriate support and intervention to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness. This will be delivered by staff with sufficient skills and knowledge. This SEND support will take the form of a four part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach.

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed each term by the SENDCo. They will feed back to all staff and Governors enabling them to analyse the impact of quality of interventions and impact upon the pupils' progress, outcomes and needs. The class teacher, with support from the SENDCo where needed, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. However, where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

Parents will always be involved in any decision to involve specialists along with the child's class teacher and in appropriate cases, the child. Specialist agencies will only be contacted where parents are in agreement. It is the SENDCo's role to contact any specialist agencies and ensure that the involvement of specialists and what was discussed or agreed, is recorded and shared and fully understood by parents, teaching staff and, where appropriate, the child. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child. Examples of specialist agencies used by and that are available to be used by the school:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Education Inclusion Service specialist teachers
- Specialist teachers for children with hearing and vision impairment, including multisensory impairment, and for those with a physical disability
- Speech and language therapists
- Occupational therapists and physiotherapists

In many cases, there is a charge for accessing specialist agency support; funding for which will come from the school's notional SEND budget and will be monitored by the SENDCo and head teacher. Where pupils are made subject to an EHC plan, the school will liaise with any specialist agencies named on the plan to provide support and specialist advice. EHC plans will be reviewed annually where the child is above 5 years of age and 6 monthly where the child is below 5.

The SENDCO will maintain links with other SENDCOs through available networks and meetings.

Partnerships with parents, carers and pupils

Sheepy Magna CofE Primary recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' character to enable them to transfer to their next phase of education confident and able to communicate, convey, negotiate or assert their own interests, desires, needs, and rights becoming increasingly able to make informed decisions about their learning and future and take responsibility for those decisions.

The school is keen to develop strong and trusting partnerships with parents of children with SEND. We are keen for them to be as fully involved as possible in the education of their children and the decisions to be made. We will take time to provide the information needed and the support required to help parents participate in those decisions. Involvement might include:

- discussions with teachers, Head teacher, the SENDCO
- inputs to provision-planning
- sharing details of external reports and assessments
- participation in reviews, pupil meetings and parents/carers' meetings

Parents and carers of students with an Educational, Health and Care Plan are always asked to attend an annual review meeting and to be actively involved in the review process, including the agreeing of targets. Children with an EHC plan will be set targets which are reviewed three times during the year along with other children on the register.

Staff training

In order to maintain and develop the quality of our provision, staff are encouraged to undertake training. Performance management review and staff appraisals support the identification of areas for development.

Input from external agencies is actively encouraged.

Resources

The provision for SEND is funded through the main school budget. School receives an additional amount of money to help make special educational provision to meet children's SEN. This amount is based on a formula which is agreed between schools and the local authority. Funds are deployed to implement the SEND policy.

The Role of the SENDCo

The key responsibilities of the SENDCo are taken from the SEND 0- 25 Code of Practice (2014) [last updated April 2020] and include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND

- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

Governing Body and Head teacher

The Governing Body will publish information on the school's website about the implementation of the school's policy for pupils with SEND. The information published will be updated annually.

A member of the Governing Body is appointed to have specific oversight of the school's arrangements for SEN and disability and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. The head teacher, SENDCo and governing body will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

Head teacher will ensure that the SENDCo has sufficient time and resources to carry out his / her functions. This will include providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

Storing Information

All SEND information is stored in line with the School Information Management policy

Monitoring and Evaluation of the SEND provision and practice

Monitoring and evaluation takes place in many different ways at Sheepy. Examples are:

Monitoring	Evaluation
Scrutiny of whole school data –progress of pupils identified as having SEND	Pupils with SEND make good progress in comparison with other pupil groups
Scrutiny of Support Plans and targets	Support Plans targets are SMART, relevant and reviewed regularly. There is progress on Support Plan targets
Provision mapping	SEND files are up to date and accessible and relevant
Discussion with staff regarding relevant training and CPD	All SEND staff are appraised and receive regular training
Discussion with staff regarding resource requirements for the implementation of appropriate quality provision.	Resources are used effectively
Communication of the SEND process and outcomes at Sheepy Magna Church of England Primary School to the SEND governor.	The SENDCo has regular meetings with the governor with responsibility for SEND

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the head teacher. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.66 and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE (updated 2015)

SEND Code of Practice 0 – 25 (January 2015)

School SEN Information Report regulations (2014)

Statutory Guidance on Supporting pupils at school with medical conditions (Dec 2015, updated Aug 2017)

The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)

Safeguarding Policy

Accessibility Plan

Teachers Standards 2011 updated 2013

Our school SENDCo, can be contacted via the school office on 01827 880395, or

SENDCO@sheepymagna.leics.sch.uk

Policy review

This policy is reviewed annually by the SENDCo, head teacher and the school governors.

Accessibility

The school publishes an accessibility plan which sets out how we will increase access for disabled pupils to the curriculum, the physical environment and information. The school's accessibility plan sets out how the Governing Body will promote and improve access to education for disabled pupils through:

- Increasing the extent to which disabled pupils can participate in the school curriculum i.e. teaching and learning, participation in after-school clubs and school visits.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services i.e. improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled e.g. handouts, timetables, textbooks and information about school events. The Accessibility Plan will be reviewed annually by Governors