

Swinford Church of England Primary School – SEND Policy



School name	Swinford Church of England Primary
SEN(D) Governor	Carole Smith
SENCo	Kaye Hunter

Date of policy	Sept 2024
Review date	Sept 2025

Who was involved in creating the policy and how	Policy updated by SENDCo in collaboration with Embrace Academy Trust, followed by consultation with staff and governing body.
Reference to statutory legislation	This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (1/9/14) 3.65 and has been written with reference to the following guidance and documents: • Equality Act 2010 - Advice for schools DfE Feb 2013 • SEND Code of Practice 0-25 (1/9/14) • Schools SEN information report regulations • Statutory Guidance - Supporting pupils at school with medical conditions April 2014 • The National Curriculum in England Key Stage 1 and 2 framework document • Safeguarding and Child Protection Policy • Accessibility Plan • Teacher Standards 2012
Links to other in-house policies	• Safeguarding / Child protection policy • Accessibility Plan • Admissions Policy • Anti-bullying Policy • Behaviour Policy • SEND Local Offer
Our values and vision for SEND in our setting	In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations and set high standards for all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all of our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children: • Have different educational and behavioural needs and aspirations. • Require different strategies for learning. • Acquire, assimilate and communicate information at different rates. • Need a range of different teaching approaches and experiences. The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education and Health Care Plans (EHCP). The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed. If an application for an EHCP is deemed necessary, the LA will seek a range of advice and assessments before issuing the EHCP. The needs of the child are paramount in this.
Definition of SEND including what it is not, and other factors that may	A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she: • Has a significantly greater difficulty in learning than the majority of others of the same age, or

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affect progress and attainment	• Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools • Social, Emotional and Mental Health (anxiety, depression, disruptive behaviour, withdrawal) Any concerns relating to children's behaviour should be described as an underlying response to a need which will be identified. • Sensory and/or Physical (visual impairment, hearing impairment, physical disability) We should not 'fit' a pupil into a category, but rather provide support based on their particular area/s of need. When we identify the needs of a pupil, we consider the needs of the whole child which will include not just the special educational needs of the child. NOT SEN but may impact on progress and attainment: • Disability (The Code of Practice 2014 outlines the 'reasonable adjustment' duty for all the schools provided under current Disability Equality legislation) • Attendance and Punctuality • Health and Welfare • EAL • Being in receipt of Pupil Premium Grant • Being a Looked After Child • Being a child of a Serviceman/woman • Refugee children The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.
Definition of SEND Provision/SEN Support	Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school. This provision also includes adaptations to our physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided. Please see our Accessibility Plan for more details.
Our objectives	At Swinford we aim to: • To create an environment that meets the special educational needs of each child. • To ensure that the special educational needs of children are identified, assessed and provided for. • To make clear the expectations of all partners in the process. • To identify the roles and responsibilities of staff in providing for children's special educational needs. • To enable all children to have full access to all elements of the school curriculum. • To ensure that parents are fully involved in supporting their child's education. • To ensure that our children have a voice in this process.
Our approach to identification	At Swinford, where a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place. Initially this is provided through Quality First Teaching from the class teacher. No amount of intervention can compensate for lack of QFT.

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	Once initial concerns are raised, SEND 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 pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. • Assess – An assessment of the child's needs to include the child's strengths, areas of difficulty, the parents' views/concerns, agreed outcomes and next steps (This is to be completed by the class teacher with the parents/carers as soon as Special Educational Needs are suspected). Further diagnostic assessments may be required which can be carried out either by the class teacher or the SENDCo. • Plan – A passport and provision map is drawn up, to target the child's individual needs, usually initially involving short term support / intervention. The passport and plan is the responsibility of the class teacher who may be supported by the SENDCo. • Do – The class teacher remains responsible for the progress of all children in their class. Quality first teaching or interventions planned should be carried out for an agreed amount of time. Interventions may be carried out by class teachers or Learning Support Assistants. • Review – The effectiveness of the support and interventions are reviewed and their impact on the pupil's progress. This should be reviewed in line with the agreed date. For higher levels of need, or where the child has made little or no progress, we will involve an external agency to advise strategies and provide support. The outcomes and advice that they give will become the child's targets in their ESP so that the impact can be assessed/reviewed. Parents and the child will be involved throughout this process.
Our partnering approach to involving parents/carers	At Swinford we hold high regard to the following matters: • The views, wishes and feelings of the child and his or her parent are taken into consideration. • The importance of the child and his or her parent, participating as fully as possible in decisions relating to the exercise of the function concerned. • The importance of the child and his or her parent, being provided with the information and support necessary to enable participation in decisions. • The need to support the child and his or her parent, in order to facilitate the development of the child and to help him or her achieve the best possible educational and other outcomes. <u>See Section 19 Children and Families Act 2014</u>
Record keeping, monitoring and data management	It is our practice to regularly and carefully monitor and evaluate the quality of provision we offer all pupils. This is the role of the class teacher to monitor effectiveness and progress made by pupils receiving intervention and the SENDCo to have an overarching view of the impact of provision on all pupils with SEND. The Governor for SEND will meet with the SENDCo for updates and to ensure that they are aware of the changes in SEND and the provision that we provide. Our evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. Records include: • SEN Register • SEN Support monitoring • Small steps target tracker • Intervention overview • SEN Assessment tracker The SENCO and the named SEN governor meet annually. The governing body reviews this policy annually and considers any amendments in the light of the annual review findings.

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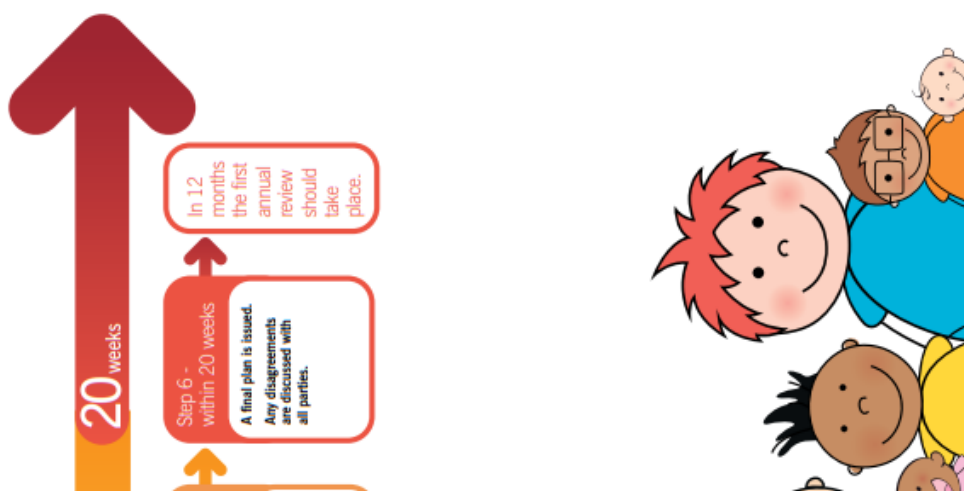


Working with external partners	• It may be decided that assessment or support from external agencies should be sought in order to ensure accurately targeted support for the child. The SENCO, in consultation with parents, teacher and the child, will arrange meetings with external professionals. Their recommendations will then be built into the child's 'small step targets'. The class teacher remains responsible for working with the child and for planning and delivering an individualised programme. • The SENCO takes the lead in planning future external interventions for the child in discussion with the teacher, monitoring and reviewing the action. • The teacher and SENCO continue to monitor and assess the effectiveness of the provision provided and to adapt the support as necessary through consultation with the parents.
Supporting transition	The School Admissions Code of Practice requires children and young people with SEND to be treated fairly. Pupils with SEND will be considered for admission on the basis of the school's standard admissions criteria as part of usual admissions procedures. We will ensure our best endeavours to meet the needs of all pupils through use of the 'Graduated Approach'. Transitions from early years setting's into EYFS are supported by a number of 'stay and play' sessions within the summer term. In addition, the EYFS staff make home / nursery visits where necessary. We work closely with the Early Years Inclusion Service who support children and families struggling to make that transition into school. Annual transitions into a new class are supported in the summer term by children spending time with their new teacher in their new environment, building familiarity and routine. We support all Y6 children making the transition to Y7 by liaising with staff and SENDCO's at the new setting. We have handover meetings, and if required, we are able to arrange enhanced transitions where children get to visit their new setting several times prior to attending. Families are supported in all areas of transition, if it is decided that the child would benefit from specialist provision.
Pupils with medical conditions	At Swinford Primary School, we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
Safeguarding	Please refer to our safeguarding policy which can be found on our web site. Safeguarding Model Policy and Procedures (Aug 2013) (primarysite-prod-sorted.s3.amazonaws.com) Please refer to our anti-bullying policy SWINFORD CHURCH OF ENGLAND PRIMARY SCHOOL (primarysite-prod-sorted.s3.amazonaws.com)
Staff training	SEN training needs are identified by the SENDCO, and relevant members of staff are provided with the correct training to ensure the best possible provision is delivered to the children at Swinford. Training opportunities within SEND are highly regarded and are common place.
Requesting EHC needs assessment	If the support put into place is found to have limited effect and more support is considered necessary, then the SENCO and the class teacher, in consultation with parents will begin to process an application for an EHC Plan. However, if it is agreed between all parties that the child could make necessary progress with short term additional support or interventions, then Additional Intervention Funding (formerly Top Up Funding) will be applied for. • An application to the LA supported by a range of documented evidence will be submitted. • Current support will continue while the application is being processed. • Parents and the pupil will be fully involved throughout. <u>See appendix 1 for the Leicestershire EHCP application process</u>

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Complaints process	The Co-Headteachers and staff work very hard to build positive relationships with all parents and carers. However, the school is obliged to have procedures in place in case there are complaints by parents or guardians. The following policy sets out the procedures that the school follows in such cases. We deal with all complaints in accordance with procedures laid down by the LA. If the school itself cannot resolve a complaint, those concerned can refer the matter to the LA. If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. In our experience, most matters of concern can be resolved positively in this way. All teachers work very hard to ensure that each child is happy at school and is making good progress; they naturally want to know if there is a problem, so that they can take action before it seriously affects the child's progress. Where parents or carers of a pupil with SEND feel that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the SENDCo or Co-Headteachers. Most complaints are normally resolved by this stage. If parents or carers are unhappy with the outcome, they can make a formal complaint by making it in writing addressed to the Chair of Governors.
SEN information report	Please see SEND information report 2021-2022 on our website.

Appendix 1



EHC plan assessment pathway

