



*Everyone is a gift and everyone is gifted*

## Special Educational Needs and Disabilities (SEND) Policy

Last reviewed: September 2021

*This should be read alongside our SEND Information Report available on our school website*

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### 1. Aims

Our SEND policy with our SEND information reports aim to:

Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND).

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND. At Twineham CofE Primary School, supporting children’s SEND is integral to ensuring inclusion for all pupils, as such:

All staff are committed to develop a whole school response to SEND and aim to recognise and address particular needs as early as possible to ensure all children experience success and have every opportunity to make good progress.

All pupils at Twineham CofE Primary School are valued equally, irrespective of ability, race, gender and class.

We request, actively listen to and respond to parent/carers and pupils’ views when planning provision in ensure our support is child centred.

All staff use their best endeavours to secure special educational provision for pupils for whom this is required, that is ‘additional to and different from’ that provided within the differentiated curriculum.

We ensure a high level of staff expertise to meet pupil need, through targeted continuing professional development.

All our pupils are offered full access to a broad, balanced, and relevant education, which means that consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.

Best endeavours are made for those with SEND so that they engage in the activities of the school alongside pupils who do not have SEND.

We work in a cooperative and productive partnership with outside agencies to ensure a multi professional approach to meeting the needs of all learners.

## **2. Legislation and guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice, [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#) and the following legislation:

Part 3 of the Children and Families Act 2014, [Children and Families Act 2014 \(legislation.gov.uk\)](#) which sets out schools' responsibilities for pupils with SEND.

The Special Educational Needs and Disability Regulations 2014, [The Special Educational Needs and Disability Regulations 2014 \(legislation.gov.uk\)](#) which set out schools' responsibilities for Education, Health and Care Plans (EHCPs), SEND co-ordinators (SENDCOs) and the SEND information report

## **3. Definitions**

A pupil has SEND if they have a learning difficulty or disability, which requires special educational provision to be made. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age
- A disability which prevents or hinders them from making use of facilities generally provided for pupils of the same age in mainstream schools
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.
- The SEND Code of Practice (Jan 2015) identifies four broad areas of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, emotional and mental health
  4. Sensory and/or physical needs

We are aware of the specific needs of children with dyslexia and endeavour to provide a 'Dyslexia Friendly' learning environment that may benefit all children as well as additional resources targeted for those with specific learning difficulties.

We are aware of the specific needs of children with Speech and Language difficulties and endeavour to provide a 'Total Communication' rich environment that may benefit all children as well as support children with specific learning difficulties.

## **4. Roles and responsibilities**

The Special Educational Needs and Disabilities Co-ordinator (SENDCO) for school is Mrs J Vaughan.

The SENDCO works with the Headteacher (Mr S Reece) and SEND Governor (Ms M Clinton) to determine the strategic development of the SEND policy and information reports, and provision in school. Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

Advise on the deployment of the school's resources to meet pupils' needs effectively.

Be the point of contact for external agencies, especially the local authority and its support services. Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.

Work with the Headteacher and Governing board, closely with the Governor with responsibility of SEND, to ensure that the school meets its responsibilities under the Equality Act 2010.

Ensure the school keeps the records of all pupils with SEND up to date.

Maintain own CPD and cascade relevant information to all colleagues.

The SENDCo will:

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.

Support parents and colleagues to produce appropriate Individual Support Plans (ISPs).

Advise on the graduated approach to providing SEND support.

The SEND Governor will:

Help to raise awareness of SEND issues at governing board meetings.

Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.

Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

The Headteacher will:

Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.

Have overall responsibility for the provision and progress of learners with SEND.

Has responsibility for the day-to-day management of all aspects of the work in school, including provision for children with SEND.

Will keep the Governing Body fully informed and work closely with the SENDCo.

Ensure the SENDCo and SEND Governor are informed of current issues and allow for relevant training.

Class Teachers will:

Be responsible for the progress and development of all the pupils in their class.

Use the graduated approach to monitor and support with early identification of SEND.

Work closely with parents, colleagues and specialist staff, using ILP's to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Ensure they follow this SEND policy.

Attend and use relevant training to enhance practice to ensure high quality teaching for all pupils.

Teaching Assistants, where appropriate to their role, will:

Implement programs and support for children with SEND under the direction of Headteacher, SENDCo and the Class Teacher.

Attend relevant training.

Keep records of all work undertaken.

## **5. Identification, Assessment, Monitoring and Review Procedures**

(Please see our separate School and SEND information reports for more information)

**Early intervention** is vital to support children with SEND. However, the precise nature of learning difficulties is often problematic to identify. It is important, therefore, that assessing a child who appears to be experiencing difficulties should be based on close observation of the child in a variety of situations and over a period of time. All children are monitored through termly pupil progress meetings to inform planning and provision in discussion with Class Teachers, SENDCo and Headteacher.

It may be that the class teacher can bring about change by making slight modifications in organisation, curriculum or teaching method. The class teacher will be monitoring the situation and will follow the school's graduated procedure.

### **Parental Involvement**

Our aim is to work in co-production with parents, to actively listen and fully involve them in decision making about their child's education. Parental concerns are always taken seriously, and the teachers are always available at the end of the school day, and by appointment, to discuss matters with parents. The Headteacher or a senior member of staff, is always on the gate at the start and end of the school day to pass on information to the teaching staff and arrange a suitable time to meet with them. All teaching staff, the Headteacher and SENDCo are contactable by email by all parents/guardians. The Seesaw classroom App is fully integrated throughout the school and parents may share and receive information quickly, from teaching staff using this online tool.

### **Graduated Approach**

#### **Initial Concerns**

In school when a class teacher or parent raises an initial concern about a child, they are monitored in class and observational notes are made. They will start a discussion with parents, sharing concerns, suggested strategies and a date to review. The SENDCo will be informed and will advise the class teacher on further strategies. At this point, the SENDCo may also deem it fit to observe the child in class and /or undertake assessments, with the consent of parents/guardians.

### **SEND Support**

If the child's needs are still not being met, the Class Teacher, parents and SENDCo will create an Individual Support Plan to agree provision that is additional to or different from that provided as part of the school's usual differentiated curriculum. At this point, the child will be listed as needing SEN Support on our Special Educational Needs register.

We currently use Individual Support Plans (ISP's) in school, which are reviewed and written termly for all children on the SEND register. The SENDCO meets with the children on an individual basis to be consulted, and where appropriate, set a target for themselves and their voice is used when making and reviewing the plan. Parents are sent a draft ISP and invited to meet with the class teacher and highly encouraged to contribute their views.

Once agreed, the ISP's are sent home, copied for the child's SEND file and kept in the child's classroom in order that class teachers and teaching assistants can update and annotate them as appropriate. The SENDCO also meets with the children individually again, to produce a child friendly Target Sheet to be taken home, kept in their tray at school and also an anonymised copy for classroom staff to refer to on a daily basis.

### **EHCP**

If necessary, the SENDCo (in consultation with class teacher and parents) will ask for help from external services. As indicated parents are continually consulted throughout this process. If the school and parents feel that it would be beneficial for a child at SEN Support to have a full Statutory Assessment then the SENDCo will start the process. Once paperwork and evidence has been gathered from all parties and uploaded to the SEN Assessment Team (SENAT) there is up to a 20-week consultation period.

During this time we will give parents the details of the SEND Information, Advice and Support Service 'SENDIAS' who can offer independent support. If an Education, Health and Care Plan (EHCP) is provided, then the SENDCo will ensure that the appropriate school support plan is drawn up which includes a Costed Provision Map, One Page Profile and other appropriate plans such as an Intimate Care Plan, in consultation with parents and other relevant colleagues. We follow a system of assess, plan, do and review, so once we have assessed a child's needs and planned provision to meet them, we follow the plan and then review it.

Statutory Annual Reviews of the provision from the EHCPs will be organised by the SENDCo in collaboration with parents. (These are held six monthly for under 5's and during the first year of receiving an EHCP). Relevant professionals, staff and parents will be invited and asked to contribute. The child's voice will be captured through questionnaires and using other resources such as mapping the landscape. Where appropriate for the individual children, they will attend a part of their review to celebrate their achievements. Paperwork regarding the review will be sent to all parties beforehand. A meeting report will be drawn up within two weeks of the review and sent to all attending to check before being uploaded to SENAT.

### **Children for whom English is an additional language (EAL)**

Children with EAL should not be considered to have SEND on the grounds of language difference alone. It may be the case, however, that an EAL child is having more global learning difficulties. In this case, first language assessments are done when concerns about an individual pupil have been identified. In such cases, advice is sought from EMTAS (Ethnic Minority and Traveller Achievement Service).

### **6. Links with other policies and documents**

This policy links to our policies on:

Accessibility  
Anti-Bullying  
Code of Conduct for Remote Learning  
Equality  
Mental Health and Well-being  
Positive Behaviour  
Supporting pupils with medical conditions

Please see our separate School SEND Information Reports on our school website.

Headteacher: Ms Laura Kelsey  
SENDCo: Mrs Jodie Vaughan  
Inclusion Governor: Ms Maggie Clinton