

Parrett and Axe CEVA School



SEN and Disability Policy

Date: January 2023

COMPLIANCE

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

- Equality Act 2010: Advice for schools – (*DfE June 2018*)
- SEND Code of Practice 0 to 25 (January 2015 updated August 2020)
- Schools SEND Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Head teacher has overall responsibility for Special Educational Needs and Disability in Parrett and Axe CEVA Primary School

The designated teacher responsible for coordinating SEND provision for children/young people is: Mr Stuart Copping

The person co-ordinating the day to day SEND provision for children at Parrett and Axe CEVA Primary School is: Mr Stuart Copping

The Governor with oversight of the arrangements for SEN and disability is

The Mission Statement of Parrett and Axe states: Our school pursues excellence in learning and teaching encouraging every child to seek and achieve their potential within a balanced and engaging curriculum. We provide high quality care and support. We promote wellbeing with individual rights and responsibilities at the centre of our school ethos. The aims for our school are:

- To create a place where the Christian faith is at the centre of everything, encompassing all aspects of school life and so establishing a school community based on faith and trust.
- To establish a place where the individual rights and responsibilities of the entire school community are met and where children and adults work together in mutual respect
- To provide a place where children are happy to come to school to learn and reach their full potential.
- To ensure children respect their own and others' property.
- To encourage children to have pride in themselves, their work, their school and their local community.
- To help children to establish links with the wider community.
- To develop opportunities to engage with parents and value successful relationships between home and school

This policy was developed in conjunction with the Curriculum Committee of our Governing Body and will be shared with other stakeholders through our school website.

AIMS AND OBJECTIVES

Parrett and Axe CEVA Primary School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood.

AIMS

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To identify at an early age, individuals who need extra help and support.
- To enable each child to take part and contribute fully to school life.
- To develop individuals' self-esteem.
- To ensure access to and progression within the curriculum for all pupils.
- To involve children in planning to address and monitor their special educational needs and or disability.
- To develop and maintain partnership and high levels of engagement with parents.
- To provide quality training for staff including strategies that will help them to support children with special educational needs and disability.

OBJECTIVES

- To identify and provide for children who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a "whole child, whole school" approach in the management and provision of support for children with special educational needs or disability
- To employ a Special Educational Needs Co-ordinator (SENDCO) who will work within the bounds of the SEND Policy
- To provide support and advice to all staff who work with children with special educational needs.

ROLES AND RESPONSIBILITIES

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Parrett and Axe CEVA

Primary School's arrangements for supporting disability and medical conditions, for ensuring equality and for other information relevant to the SEND Policy are published on the school website. The Inclusion Leader is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- Overseeing the day to day operation of the special educational needs policy.
- Advising on the graduated approach to providing SEND support.
- Liaising with early year providers, other schools, educational psychologists, health and social care professionals.
- Being the key point of contact with external agencies, especially the local authority and its support services.
- Liaising, in conjunction with class teachers, 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, 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.
- Working alongside staff in assessing children's needs and ensuring that children make progress.
- Contributing to the in-service training of staff.
- Liaising with parents of children with special educational needs.
- Monitoring of expertise and training needs within the school --- where a need is identified, the SENDCO and Head teacher will find training or support.

ADMISSION ARRANGEMENTS

Parrett and Axe CEVA Primary School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Parrett and Axe CEVA Primary School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs Parrett and Axe CEVA Primary School liaises with the local authority, the diocese, health services and with parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the school website.

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in June 2018 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools' advice – (June 2018)'. We comply with the requirement to support children with disability as defined by the Act.

The school has a range of SEND focussed facilities in place including 'Purple Room' which can be used for specific intervention work and for assistance during public examinations.

SEND INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory

requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25 (April 2020). This information is kept under review and updated regularly in liaison with parents/carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

THE APPROACH TO IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND PROVIDING SEND SUPPORT

The SEND Code of Practice 0 - 25 (*January 2015*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- Communication and Interaction (Speech Language Communication Needs SLCN)
- Cognition and learning (Specific Learning Difficulties SpLD Moderate Learning Difficulties MLD)
- Social, emotional and mental health difficulties (SEMD)
- Sensory and/or physical needs (visual impairment VI hearing impairment HI physical difficulty PD)

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

<p>Quality first teaching including effective differentiation</p>	<p>The needs of the majority of children will be met in the classroom. In all classes, teachers are responsible for the teaching and learning of all pupils, including those with SEND. The teacher plans for the activities to be given to the pupils at the appropriate level of need</p> <p>A teacher may be alerted to a child with potential special educational needs if:</p> <ul style="list-style-type: none"> • The child is making little or no progress even when teaching is targeted towards their particular need. • The child shows signs of difficulty in developing skills in Literacy or Mathematics. • The child shows persistent signs of emotional or behavioural difficulties which are not addressed through behaviour modification approaches used in the school • The child has physical or sensory problems and despite specialist equipment still makes little or no progress. • The child has communication and/or interaction difficulties which lead to them making little or no progress <p>The Parrett and Axe CEVA Primary School staff team use a wide range of tools to assess the amount and level of support required. Rigorous and ongoing informal and formal assessments and early assessment materials embedded in the school's tracking system (e.g. work scrutinies, standardised testing, criterion-referenced assessments and profiling tools) will quickly draw attention to any child who is not thriving and making expected progress.</p>
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School Support	<p>Where a potential for a special educational need has been identified, the class teacher will adjust and use interventions to provide good quality personalised teaching for the child in the classroom and will arrange a meeting between parents, the class teacher, the child and the school's inclusion leader. This initial meeting may not only be initiated by the school, if parents have any concerns at all over the academic progress and attainment of their child, or their child's happiness and wellbeing, then they are encouraged to speak to the class teacher.</p> <p>The aims of this initial meeting are to establish clear lines of communication between home and school, to share views and information about a child's needs and discuss the need for any further screening or individualised assessments. Goals and targets for the child will also be discussed and agreed, as well as additional support and a plan of action to meet these targets. The person responsible for overseeing the additional support is the school's inclusion leader. The child's targets are recorded on an Additional SEND Support Plan or a Person-Centred Plan (PCP) which the child's class teacher will be responsible for. Additional SEND Support Plans can be written for one or a combination of areas of difficulty. A child's Additional SEND Support Plan may also detail strategies, methods and resources that can be used at home and at school to support the child.</p> <p>Consideration at this meeting will be given as to whether outside agencies need to be consulted. The school has access to a number of specialist services who we call upon when the need arises, for instance the Educational Psychologists (EP), the Special Educational Needs Support Service (SENSS), the Behavioural Support Service (BSS) Outreach, Occupational Therapists (OT), and Speech and Language Therapists (SALT). We also have a school nurse with whom appointments can be made.</p> <p>Special provision may be made for a child with SEND to ensure they can access any in school assessments or standardised tests. That provision may be, for example, extra time or the use of an amanuensis, a reader or prompter and it is determined according to the child's needs.</p>
Statutory Education Health Care Plan (EHCP)	<p>Learning needs are managed either by using an 'Additional SEND Support Plan' or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school</p> <p>If a clear body of evidence has been collected supporting the view that the 'Assess, Plan Do and Review' cycle within the school has not been effective in improving a child's outcomes then the school, with the parent's agreement, will request funding and support from the local authority's 'High Needs Block' and request a statutory assessment of the child's needs. If the local authority agrees to a statutory assessment it must assess the education, health and care needs of a child. Advice and information on the child is usually requested from the parents, the child themselves, the school, an educational psychologist, health and social care specialists and specialist teachers. Based on the evidence gathered, the local authority decides whether an EHCP will be issued. Once an EHCP has been finalised, the local authority will ensure that the special educational provision is secured.</p> <p>Where a pupil has a Statutory EHCP the LA and school must review the plan at least once a year.</p>

The inclusion leader uses the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for all the children identified with SEND.

The staff team monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Influences upon progress may include:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium entitlement
- Looked After Child status
- Service Child status
- Disability
- Behaviour related issues with no underlying social, emotional and mental health (SEMH) needs
- Bereavement and a range of family issues.

MANAGING SEND CHILDREN IN OUR SCHOOL

Where a child is identified as having SEN and or a disability, Parrett and Axe CEVA Primary School adopts a process of “Assess, Plan, Do, Review”.

Assess	The class teacher and Inclusion leader carry out an analysis of pupils needs, drawing upon teacher assessment, previous progress and attainment and information from parents and the child. Assessments are reviewed regularly to ensure provision matches a child's needs.
Plan	An Additional SEND Support Plan will be created for the child, with input from parents, the child themselves, the class teacher, Inclusion leader and support staff who work with the child. The child's name is recorded on the school's SEND Register as a 'SEND Support' child and the parents / carers are informed that special educational provision is being made.
Do	The class teacher will remain responsible for working with the child on a daily basis. Where a teaching assistant, cover supervisor or external professional works with the pupil either 1:1 or with a group the class teacher remains responsible for overseeing the planning and assessment of the intervention, supported by the inclusion leader.
Review	At the pupil progress review meeting, to which the parents and child are invited, the class teacher has core responsibility for evidencing progress towards the targets or outcomes described in the plan (Support staff delivering interventions will provide information which will help to inform the class teacher's judgement) The impact of targeted provision as well as an evaluation of the successes of teaching and learning in class is assessed. This evaluation feeds back into the analysis of the pupils needs. Additional SEND support plans, PCP's and provision maps are 'living records' detailing identified needs of the child, how to remove key barriers to learning effectively, and the clear outcomes to be achieved. The time frame to achieve the agreed outcomes is generally four to five months so Additional SEND Support Plans or PCP's are written and reviewed at least biannually. Additional support or a change in provision may be the result of a review.

This method is detailed in the SEND Code of Practice: 0 to 25 (April 2020) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents/carers and children to agree action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

Provision for SEND children will be governed by the availability of support staff, their training and expertise and the cost of additional resources. The emphasis in our fully inclusive school is on providing a high-quality education for all of the pupils in our care and in support of this mission we match specific resources to individual needs where appropriate. The training needs of staff are closely linked to the current needs of children in the school and their role in supporting them.

The specific allocation for our SEND pupils at Parrett and Axe School is used primarily to fund intervention programmes in literacy and numeracy and further, as an element of the graduated response for higher levels of need, to purchase specialist support. Joint planning and referral forms are completed for referrals to the Educational Psychologist, single agency referrals are used for

SENSS and BSS and a CAF may be completed alongside a referral to Children's Services. All referrals are completed jointly between the school, parents/carers, and the child where appropriate. Additional support is costed by the head teacher and monitored by the inclusion leader.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

The impact of the interventions that the school runs to support our SEND children are evaluated by looking at the progress that the SEND children have made at Pupil Progress Review meetings. Evidence of progress and attainment can be taken from a variety of sources, such as observations, work scrutiny, teacher assessed work and more formal testing. Improvements on previous rates of learning and a narrowing gap between the child with SEND and all pupils will be evaluated, as well as the child achieving agreed targets and their wider development. Parents and the child themselves will be meaningfully engaged in the review of the SEND provision and its impact. The evaluation will inform the ongoing analysis of the pupil's needs and any necessary changes to the support in the next cycle of 'Plan Do Review.'

COMING OFF THE SEND RECORD

A child will be removed from the SEND Register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan. If this is the case, the child's progress will continue to be closely monitored.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Parrett and Axe CEVA Primary School will work within the statutory guidance, Supporting Children at school with medical conditions – (DfE August 2017). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Parrett and Axe CEVA Primary School are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions.

TRANSITION ARRANGEMENTS

Parrett and Axe CEVA Primary School is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents/carers and agree the information that should be passed to the next phase of education.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and children as and when required.

The inclusion leader will provide information on specific needs to new staff.

The inclusion leader attends the local SENDCO meetings and L.A Network Meetings for their personal training.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

The Governors will attend L.A. Training sessions offered around their responsibility relating to supporting children at school with medical conditions

SEND INFORMATION

Parrett and Axe CEVA Primary School presents its SEND information in three ways:

- i. by publishing the SEND information report on the school website which can be found at www.mosterton.dorset.sch.uk
- ii. by following the link from the school website to the local authority's Local Offer website;
- iii. by publishing this policy on the school website. Other policies of interest on the website include
 - Supporting children at school with medical conditions
 - Accessibility Plan
 - Equality information
 - School admissions information
 - Safeguarding
 - Anti -bullying
 - Data protection

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

ACCESSIBILITY

Parrett and Axe CEVA Primary School publishes its Accessibility Plan on the school website under the SEND tab. Further information about our school's accessibility can be found on the local authority's Local Offer website; this can also be found linked to the SEND tab on the school website www.mosterton.dorset.sch.uk.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the inclusion leader.

Parrett and Axe CEVA Primary School publishes its Complaints Policy on the school website; this information can be found under the Policies tab.

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually through the Curriculum Committee of the Full Governing Body. They will consider the best options for involving our parents/carers and our pupils in the review process