



Special Educational Needs and Disabilities Policy

Nominated Special Educational Needs & Disability Co-ordinator (SENDCo) – Miss V Boon

The named SENDCo is part of the Senior Leadership Team.

Contact number for the SENDCo: 01782 233565

The named governor for SEND is

This policy complies with statutory requirement of the 2014 SEND Code of Practice 0-25 (updated 2015) and has been written with reference to:

- Children and Families Act 2014
- Equality Act 2010

Heron Cross Primary School is a mainstream school. We provide education for children from Nursery to Year 6. Every child is included in our school family.

These are the agreed principles underpinning the SEND policy at Heron Cross Primary School. This policy is reflective of the SEND code of practice 0-25 guidance (updated 2015).

Aim

- To value all children as individuals;
- To provide equal access to the National Curriculum to fully participate in all aspects of school life, irrespective of race, gender, special need or disability;
- All staff will be trained to identify and meet the needs of all pupils with SEND;
- Children with SEND will be identified as early as possible in their school life, so that their needs can be met;
- We endeavour to provide appropriate support for every SEND child to ensure individual needs are met;
- To ensure that every child has an equal opportunity to participate in all aspects of school life, irrespective of race, gender, special need or disability;
- To create home school partnerships with effective communication and high engagement; and
- To ensure we have a multi-agency approach to meeting the needs of children with SEND.

Objective

- To ensure all children access the curriculum;
- To identify and provide support for pupil with Special Educational Needs and additional needs;
- To provide support, advice and training for staff to ensure they meet the needs of all pupils from Nursery to Year 6;
- To provide a SENDCo who will implement the guidance in the SEND Code of Practice 2014 (updated 2015) and who will work with the SEND Inclusion Policy; and
- To develop and maintain partnership, good communication and a high level of engagement with parents.

Identifying Special Educational Needs

When children have been identified with Special Educational Needs before they start with us, we work with the people who already know them and use the information available to plan to meet the needs of the child.

If parents, carers or staff think a child has Special Educational Need we will investigate the concerns raised by meeting with the parents, completing observations, looking at their work in books, carrying out assessments and tracking progress of individual children. Children identified as having a Special Educational Need will then be placed on the Special Educational Needs register. The four areas of Special Educational Needs are:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health; and
- Sensory and/or physical.

All children who require SEND support will have one of the above named as their primary area of need, but may also have needs in some or all of the other areas.

Graduated Approach to Supporting Children with Special Educational Needs

All pupils will be provided to quality first teaching that is differentiated to meet the diverse needs of all learners.

Pupils with a disability will be provided with 'reasonable adjustments' in order to increase their access to the curriculum.

Assessments and observations will be completed where concerns are raised regarding a child's progress. **(Assess)** Using the observations and assessments, additional support will be planned **(Plan)** and implemented **(Do)** to increase the rate of progress and support the child in their learning.

Progress will be reviewed and if further support is required, parents will be informed that their child needs **SEND support** and will be placed on the **SEND register**. **(Review)**

SEND support will be recorded on a pupil passport that will identify a clear set of specific, measurable, achievable, realistic and timely outcomes. Progress towards these outcomes will be tracked and reviewed termly with parents and the pupil.

If a child continues to make minimal progress, despite the delivery of high-quality teaching and interventions, advice will be sought from external agencies regarding strategies to meet the specific needs of a pupil. This will be undertaken with parent permission.

If following the assess, plan, do, review cycle, a higher level of support is required, a request will be made to the local authority for an assessment for an education, health and care plan. If the assessment indicates that additional support is needed for a child, the local authority will provide an education, health and care plan.

Meeting the Needs of the Children on our SEND Register.

Class teachers will provide evidence of concerns for children who they identify as needing additional support. This could be examples of work, trigger tick lists, assessments and observations. All children placed on the school's SEND register will have progress in their area/s of need monitored and reviewed on regular basis.

All children on the SEND register will have a pupil passport. The outcomes on the pupil passport will be set by the class teacher and agreed with the parents. The outcomes should be specific, measurable, achievable, realistic and timely and will be used as an assessment tool to monitor progress. They will be linked to the child's area of need.

Pupil passports will be reviewed three times a year. For children over 5 years old with an Education, Health and Care plan, an annual statutory review will be held in collaboration with parents and in consultation with parents. Statutory reviews for children under 5 years of age will be bi-annual.

Training and Resources

Our school budget funds any additional day to day resources and those targeted at specific groups such as SEN and pupil premium. Additional funding will be allocated if the assessment of a child's needs identifies something that is significantly different to what school can provide. Reasonable adjustments are accommodated within the provision and allocation of resources.

In-service training for all school staff will be fully incorporated into the SEND action plan and the School Development Plan. The SENDCo will distribute information on relevant courses, lead staff meetings on SEND developments, and keep staff updated with relevant issues, policies and practices.

The Role of the SENDCo

The SENDCo is responsible for the day-to-day coordination of SEND provision in the school within the SEND code of practice 2014 (updated 2015), the City of Stoke-on-Trent's SEND policy, Heron Cross Primary School SEND policy and the school action plan for SEND. The SENDCo roles includes but is not limited to:

- Supporting colleagues to identify pupils with SEND;
- Advising colleagues and parents on appropriate support, resources and interventions;

- Establishing the criteria for monitoring, evaluating and reviewing the effectiveness of SEND provision;
- Monitoring the progress of SEND children through intervention analysis and tracking progress and attainment;
- Decide if specialist advice is required from outside agencies and make appropriate referrals.
- Ensuring staff and parents are informed of any SEND updates or changes;
- Administrative duties linked to the Code of Practice stages of intervention, the school SEND policy and the maintenance of the school's SEND register; and
- Preparing a SEND information report to be shared with parents, and uploaded to the school website.

The Role of the Senior Leadership Team (SLT)

The SEND action plan is included in the School development plan.

The SLT carry out learning walks, observations of teachers and staff and scrutiny of work and books to monitor the quality of SEND provision.

The SLT, including the SENDCo monitor the progress of children with SEND each term at pupil progress meetings.

The SLT monitor the attendance of all children, including children with SEND.

The Role of the Governors.

- The Governors are responsible for reviewing the policies and the information report written by the SENDCo;
- The Governing body supports the Head teacher, SENDCo and staff in delivering an appropriate and inclusive curriculum for children with SEND needs;
- One member of the Governing Body has agreed to monitor SEND policy, practice and provision. They are invited to meet with SENDCo once a term; and
- Governors ensure that the allocated SEND budget is used effectively at finance committee meetings.

Admission Arrangements

Applications are made to the local authority for Nursery and Reception September start dates. For all other admissions, applications can be made via the school office. Prospective parents are welcome to look around the school and meet Mrs Shenton, Headteacher.

Access arrangements

The school can cater for a range of pupils with Special Educational Needs. The school has two buildings, both on one level. Each building has a ramp and wide doors for ease of access. Both buildings have disabled toilets and changing facilities. There is also a ramp on the allotment garden and sensory garden. All playgrounds are easily accessible with flat ground, wide spaces and wide gates. Physical needs will be assessed on an individual basis and equipment will be provided if advised by the Local Authority Inclusion Service.

Storing and managing data

All records are confidential and are stored in the school office in a locked cupboard. They are kept up to date and will be readily shared with parents on request. Records will be securely passed on to any that a pupil moves to.

Complaints

The first point of contact for parents is their child's class teacher. Parents are always welcome to contact the SENDCo, Miss Boon, or Mrs Shenton, Head Teacher to discuss any concerns they have. If problems cannot be resolved, the Governing Body can be contacted via the school office. Finally, the local authority needs to be informed of any major unresolved issues.

Date of policy: June 2021

This policy will be reviewed annually.