



## Special Educational Needs & Disability (SEND) Policy

Reviewed on: December 2022	Reviewed by: Mel Peach (SENDCo)
Next Review Due: December 2023	
Chair: Chris Palmer	

***This policy has been written to reflect the school mission statement “Discovering, Learning, Believing Together”.***

This policy should be taken as part of the overall strategy of High Ham Church of England Primary School and implemented within the context of our vision, aims and values as a Church of England school. High Ham C of E Primary School also publishes a SEND Information Report, which is reviewed annually and can be read in conjunction with this policy. Both are available from the school website or as a paper copy from the office on request.

High Ham Church of England Primary School Primary School aims to provide a stimulating and stable educational environment at all times, enabling pupils to fulfil their academic potential and increase their social awareness, ensuring sensitive and considerate behaviour towards all members of the school’s community.

A child shall be considered to have Special Educational Needs (SEN) if at some stage during his school career; he/ she requires receives some form of special educational provision. This policy does not apply to Gifted and Talented Children – this is addressed in a separate policy.

Our objectives for the school’s provision for children with special needs are as follows:

- to provide effective support at the earliest opportunity
- to ensure that the support is given in a way that minimises the disruption to the child
- to ensure that all children have access to the full curriculum of the school
- to fully involve the parents in decisions about how their children are to be supported
- All staff will be fully involved in the ways of providing for SEND pupils

and are committed to removing the barrier that SEND pupils have to learning and socialising, whatever the nature of the difficulty.

### **Inclusion Lead**

Miss Mel Peach is the Special Needs Co-ordinator (SENDCO) and Inclusion Lead. National SENDCo Award (PG Cert, 2012),

The name of the Governor with responsibility for SEND is Mrs. Sally Roy

The SEND register and Monitoring Register will be kept and updated termly by the SENDCO.

### **Co-ordinating Provision**

The SENDCO liaises with the classroom teachers and uses assessment details in order to identify children causing concern or having SEND. Any child with SEND is put on the school SEND Register. Strategies are planned for these children. The school implements the DfES SEN Code of Practice (2015) and uses the Somerset Graduated Response Tool (2022) to identify strategies and provision that could be in place to support children with SEND.

Pupils who are identified as causing concern are noted separately and monitored closely (the Monitoring Register).

The SENDCO can consult with advisors from the Local Authority's Educational Psychology and Learning Support Services to request advice and support in planning provision for pupils/ groups of children on the SEND list.

### **Admission Arrangements**

The needs of children admitted with SEND are assessed individually and any necessary arrangements are put into place. The Local Authority has the responsibility to name the school for all pupils in receipt of an Education and Health Care Plan (EHCP), which is the replacement for a Statement of SEND as defined in the SEN Code of Practice (2015).

### **Special Provision**

The school has wheelchair access to all buildings. Several of the outside classrooms have toilet with disabled access.

### **Allocation of Time**

The allocation of time is as follows: Miss Peach (SENDCO) – 3 hours, to oversee the school's SEND provision. SEND resources will be allocated according to the needs of the pupils on the SEND register in order to ensure appropriate provision for their learning and progress. As pupils join and leave the school, the amount of SEND funding fluctuates. High Needs Top-up Funding - is specifically targeted at individual pupils though and EHCP. These must be used appropriately for the benefit of those named pupils.

## **Identification and Assessment**

The school will always strive to identify pupils with SEND at the earliest opportunity. In the Reception Year, the Foundation Stage Profile will be used to draw attention to any child with SEND, but differences in the age at entry and the children's pre-school experiences will be balanced against any findings. Class teachers may also identify pupils causing concern throughout the year and discuss these with the SENDCO.

At the beginning of every term, Years 1-6 will be tested in reading and at the start of each school year in spelling. We will use the New Salford reading test and The Helen Arkell Spelling Test (HAST-2). Any children falling one and a half years below their expected levels will be noted as causing concern.

Other forms of summative assessment available to use are Teacher Assessments for Year R- 6, and SATS for Year 2 and 6 every May. Formative assessment is ongoing and recorded on teacher's planning.

Any child either entering the school or developing difficulties in between these times will be dealt with immediately. If a child's behaviour is unable to be modified by the application of the school policy, then that child will initially be placed on the Monitoring Register.

Where school concerns continue despite strategies put in place by the class teacher and a pupil requires interventions that are 'additional to and different from' Universal provision at school, pupils will be noted on the school SEND Register as requiring SEND Support by the SENDCO. This is in accordance with the recommendations contained in the SEN Code of Practice. Details of these procedures are initially explained by the class teacher to parents of any child about whom we have continuing concerns or who require additional intervention, by the SENDCO. Parents will be involved in the discussion and will be asked to give consent for this decision.

Any pupil listed as requiring SEND Support will be set targets and teachers and parents will help them work towards these. Targets will be discussed with parents and child and then noted in the pupil's Personal Learning Passport. They will address the most urgent of the child's needs.

Class teachers who are concerned about a pupil should complete a "Initial Cause for Concern" form and submit it to the SENDCO.

## **The Special Educational Needs Code of Practice**

The Code of Practice is used nationally and was completely reviewed and revised for September 2014, the updated (January 2015) version forms the basis of SEND provision in school. If a child requires interventions **'additional to and different from'** Universal provision, the class teacher, with support from the SENDCO, writes and implements a Personal Learning Passport, which is reviewed termly. Where there are issues over which the school would like additional advice this can be sought from outside specialists who work for the Local Authority.

## **The Somerset Graduated Response Tool (2022)**

All education settings in Somerset, including High Ham C of E Primary School, use The Somerset Graduated Response Tool (SGRT) in their identification of, and planning for, children and young people with Special Educational Needs and Disabilities (SEND). The SGRT helps schools to provide a 'graduated response' to children and young people with SEND. Special educational provision is underpinned by high quality teaching (element 1) and is compromised by anything less. SEND Support offers additional targeted support to pupils (element 2); High Needs (element 3) offers support for those few children who have complex and long-term difficulties – this will include pupils who have an EHCP.

## **SEND Support (element 2); High Needs Top Up Funding (element 3)**

For most pupils requiring SEND Support, their needs and provision will be met through the school's devolved budget. In some cases, a child may have on-going significant difficulties that require one to one support over and above that available within the school. Additional teaching assistant's time may then be funded from county using High Needs Top Up Funding (HNTU). Since April 2018 a new funding system for SEND has been implemented in Somerset, which is based on an EHCP banding system. Bands range from 1 – 7 with 7 being the highest level of need and funding. Band 1 recognises a significant level of SEND for an individual but does not carry a monetary value. Pupils who already have an EHCP will have their band reviewed at their Annual Review meeting. If an EHCP is being created for a pupil (following a request to the Local Authority), their band will be decided at that point.

## **Education & Health Care Plan (EHCP)**

Parents/carers of pupils with exceptional needs can request an additional level of SEND Support (on the advice of an Educational Psychologist/ the Head teacher/ the SENDCO), by requesting an Education and Health Care Plan (EHCP) for their child. Schools can also make this application – with consent from the family. The request is dealt with by the Local Authority (Somerset County Council). A SEND caseworker is allocated and if agreed, the EHCP forms a legal document and will state which EHCP band has been allocated for funding. The contents of the EHCP outline the pupil's needs and the provision required to meet those needs. The EHCP is reviewed annually. This level of support was formerly known as a statutory assessment for a Statement of SEND.

## **Monitoring and Review**

All SEND pupils will be monitored continuously and targets will be reviewed twice a year. Records of these and of any meetings held in their interest will be kept in their personal files. The results of screening tests will be used to monitor the pupils' progress. These will be balanced with the collection of qualitative data to give an overall profile of the pupil's progress. These will be studied and any necessary amendment made to their provision.

## **Access to the Curriculum**

Great value is placed on giving all pupils, whatever their ability, the opportunity to have access to the full school curriculum. Every class teacher must ensure that the tasks set are appropriate to the pupils' ability and collaborative learning styles are encouraged. A multi-sensory approach should be used when appropriate and different methods of recording work encouraged for pupils with literacy problems.

It is hoped that all SEND pupils will embrace all aspects of school life, including clubs, after school activities, visits, etc. to ensure good social integration.

## **Integration in Class**

SEND pupils will always be considered to be full members of any class and will have complete access to all activities. It is the responsibility of the class teacher to ensure that work is differentiated to match their abilities and needs. Work should be planned to enable targets to be met and for pupils to be engaged with and appropriately challenged by their tasks. This high-quality teaching regarding pupils with SEND is defined in element 1 – Universal provision - of The Somerset Graduated Response Tool. Any assistance given to the pupil in class should be as low key as possible and help centred on a group rather than an individual.

## **Complaints Procedure**

If a parent is concerned about the provision that their child is receiving, they should firstly discuss it with the class teacher or Head teacher. The complaint will then be discussed with the SENDCO and the outcome will be explained to the parents. Formal complaints will be logged. Parents of a child with an EHCP have additional channels through the LEA complaints procedure and it is the task of the SENDCO to ensure that the parents are aware of these.

## **External Support Services**

The school will actively seek the advice of other specialists whenever necessary. Their observations will be welcomed, as self-evaluation of our provision is always one of our key aims.

The following services may be called upon

- Learning Support Service (LSS)
- Social, Emotional and Behavioural Support from the Partnership School

- Social Worker, referral from school when necessary
- School Nurse
- Speech and Language Therapist
- Hearing Impairment Advisor/ Vision Impairment Advisor
- Educational Psychologist
- Physical Impairment and Medical Support Team (PIMST)
- Parent and Family Support Worker (PFSA)
- Physiotherapist
- Occupational Therapist
- Educational Social Worker
- Child and Adolescent Mental Health Service (CAMHS)
- Child and Family Psychiatrist
- Emotional Literacy Support Advisor

### **Links with Other Schools**

The school likes to maintain close links with the local special school, which is Fairmead School in Yeovil, where advice can be sought and specialist material borrowed. We also feel it is important to have regular contact with the SEND team at our local comprehensive, Huish Episcopi Academy, to ensure that the needs of our SEND pupils are understood and considered prior to transfer. We have a pre-school on site which facilitates close co-operation to organise individual transition planning for any of their pupils who have been identified with SEND prior to starting school.

### **Partnership with Parents/Carers**

We recognise that parents play a central role in the education of their children and a note of all worries and concerns, however minor, will be logged.

### **Conclusion**

We hope that through our SEND policy, all pupils are made to feel that they are valued members of the school community and that with support and encouragement they maintain a high level of motivation and self-esteem and that they will always strive to fulfil their potential in a happy and secure environment. We acknowledge that there is always room for improvement and welcome advice and feedback that will lead to our SEND provision being more successful.

### **Evaluating the Policy**

The Policy and its effectiveness will be reviewed annually by the SENDCO, head teacher and governors.