



# HERNE VIEW CHURCH OF ENGLAND PRIMARY SCHOOL

*including Apple Orchard Pre-School*

## Special Educational Needs and Disabilities Policy

Review Date	Version No	Date of last Review	Changes from last Review
Spring 1 2023	1	7 July 2022	None

Date approved by the Board	Chair	Signature
9 February 2023	Guy Adams	

### ***Our Vision***

Building for tomorrow, we share knowledge and foster aspirations through acceptance and welcome. We strive to strengthen our connection to the whole community through dignity and respect. Children are the heart of Herne View Primary and we celebrate the worth and uniqueness of all.

'...let your light shine.' Matthew 5:16

Care

Friendship

Respect



## Special Educational Needs and Disabilities Policy

- ✓ SEND is everyone's business
- ✓ All teachers are teachers of all children/young people
- ✓ The right support in the right place at the right time

### Definitions of Special Educational Needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

(2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she—

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) 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 or mainstream post-16 institutions.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **SEND Local Offer**

#### **Somerset's SEND Local Offer**

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Somerset that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

### **1. Aims and objectives**

#### **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the Early Years Framework and National Curriculum in line with the Special Educational Needs Code of Practice.

#### **Objectives**

- a) **Staff members seek to identify the needs of pupils with SEND as early as possible.**

This is done by gathering information from parents, education, and where appropriate, health and care services and early year's settings prior to the child's entry into the school.

- b) **Staff monitor the progress of all pupils.**  
Continuous monitoring is used to aid the identification of pupils with SEND by their teachers to ensure that they are able to reach their full potential.
- c) **Make appropriate provision to overcome barriers to learning and ensure pupils with SEND have full access to a broad and balanced National Curriculum.**  
This is co-ordinated by the SENCo, monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- d) **Work with families.**  
Staff liaise with families to gain a better understanding of their child, and involve them in all stages of their child's education. This includes helping them to understand SEN procedures and practices and provide regular feedback on their child's progress.
- e) **Work with outside agencies and professionals.**  
This happens when the pupils' needs cannot be met by the school alone. Some of these services include: Speech and Language Therapy, Occupational Therapy, Vision and Hearing Support and where appropriate medical professionals. The local network of SENCOs also meet to share good practice.
- f) **Create a school environment where pupils can contribute to their own learning.**  
This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as the school council, school plays, sports teams and PE leaders.

## **2. Responsibility for the coordination of SEND provision**

The person responsible for overseeing the provision for children with SEND is Miss Claire Oaten, (Headteacher).

The person co-ordinating the day to day provision of education for pupils with SEND is Mrs Kerry Lewis and Mrs Charlotte Monk (SENCo).

## **3. Arrangements for coordinating SEND provision**

The SENCO will hold details of all SEND records for individual pupils.

### **All staff can access:**

- The Herne View Church of England Primary School SEND Policy
- A copy of the full SEND Register
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including personal learning plans for children with EHCPs, targets set and copies of provision maps for children receiving SEN Support
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Somerset's SEND Local Offer which is available on the Somerset Choices website
- Support through the use of Somerset's Graduated Response Tool

## [Somerset's Graduated Response Tool](#)

Every staff member will have complete and up-to-date information about all pupils with special needs and their requirements. This will enable them to provide the most effective provision for pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

### **4. Admission arrangements**

Please refer to the information contained in our school website.

<https://herneviewschool.co.uk/>

The admission arrangements for all pupils, including those with SEND, are in accordance with national legislation, including the Equality Act 2010.

### **5. Specialist SEND provision**

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We seek specialist SEND guidance and training from SEND services where necessary.

### **6. Facilities for pupils with SEND**

The school complies with all relevant accessibility requirements; please see the school for more details.

### **7. Allocation of resources for pupils with SEND**

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates up to £6,000 + AWPU (Average Weighted Pupil Unit). A few pupils with SEND may be eligible for additional funding via an Educational Health Care Needs assessment. This additional funding comes from the Local Authority. This is provided for those children with the most complex needs. It would then be the responsibility of the SENCo, senior leadership team and governors to agree how the allocation of resources is used.

### **8. Identification of pupils needs**

**Identification** - See definition of Special Educational Needs at start of policy.

**A graduated approach (following Somerset's Graduated Response Tool):**

#### **i) Quality First Teaching – Universal Provision for all**

All pupils have access to high quality teaching that focuses on inclusive practice and breaks down barriers to learning. For the majority of pupil's this can be achieved through identifying specific barriers, followed by personalisation and differentiation using universal strategies.

#### **ii) SEND Support**

**The SEND Code of Practice identifies four main areas of special educational need:**

- Cognition and Learning
- Communication and interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

If a pupil has been identified as not making expected progress in one or more of the four areas of need, despite trying a range of universal strategies further intervention and/or assessment may be required.

This begins the four part cycle of: Assess, Plan, Do, and Review (APDR).

This is an on-going cycle to enable the provision to be reviewed and develop a better understanding of the pupils needs.

**Assess** – Identify a pupil as needing SEND Support, drawing on assessments, the individual development in comparison to peers, and pupil and parent/carer input.

**Plan** - School, pupil and families create a plan with appropriate support and intervention provided to meet the identified needs. Specific, Measurable, Accurate, Time-bound (SMART) targets are set and a review is arranged.

**Do** – Staff, families and pupil’s carry out the agreed plan.

**Review** - Staff, families and pupil’s review progress towards SMART targets. If there is still SEND needs that are not being met, the cycle starts again with a reassessment of need, targets and provision.

Where it is determined that a child does have SEND, parents will be informed of this and the decision will be made to add to the SEND register.

### iii) Referral for an Education, Health and Care Plan

Most pupils with SEND will have their needs met in their local mainstream setting. A few pupils will have an Education Health and Care Plan (EHCP). Most pupils with an EHCP will also attend their local mainstream setting.

An EHCP may be required when the nature and extent of a pupil’s special educational needs or disability means the support they require cannot be provided within resources normally available to mainstream settings.

The Education, Health and Care Needs Assessment (EHCNA) is a twenty week statutory process set out in the Code of Practice. Requests for statutory needs assessment could be considered after following a graduated response. A request for statutory needs assessment could be considered where ‘despite relevant and purposeful action to identify, assess, and meet the SEN of the child or young person’ they have not made expected progress (Code of Practice, 6.63).

#### [EHCP request for Assessment](#)

### iv) Education, Health and Care Plans [EHC Plan]

- a) If following Statutory Assessment, an EHC Plan is agreed it will be provided by Somerset County Council, if it is decided that the child’s needs are not being met by the

support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **9. Access to the curriculum, information and associated services**

Pupils with SEN will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group intervention is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## **10. Inclusion of pupils with SEN**

The Headteacher and SENCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services through the regular SENCO Networks and Joint Pyramid Educational Psychology meetings.

## **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of discussion and through meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on a Personal Learning Plan for High Level Needs children and on an individual provision map for SEND support children, which are updated termly. These are updated by the class teacher and are monitored by the SENCo. These reflect information passed on by the SENCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated

termly by the class teacher and Key Stage Leads and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective. In each of these reviews we will always try to gather the views of parents and pupils as they are central to the provision.

## **12. Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the Headteacher or SENCo, who will be able to advise on formal procedures for complaint, which is available in our Complaints Policy on the school website.

## **13. In-service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCo attends relevant SEND courses, SEND meetings and facilitates/signposts SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

## **14. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents.

## **15. Working in partnerships with parents**

Herne View Church of England Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service or to the Parent Carer Forum where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The

school's SEND Governor (Ruth Hobbs) may be contacted at any time in relation to SEND matters.

## **16. Links with other schools**

The school works in partnership with the other schools in the local area. This enables the schools to build a bank of joint resources and advice, training and development activities and expertise.

## **17. Links with other agencies and voluntary organisations**

Herne View Church of England Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is the designated person responsible for liaising with other service providers which may include the following:

- **Somerset Education Psychology Service**
- **Virtual School Learning Support Team**
- **Autism and Communication Service**
- **Physical and Medical Support Service**
- **Hearing and Visual Support Service**
- **CYP Therapy Services**

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.