



Henham and Ugley Primary and Nursery School

Special Educational Needs and Disabilities (SEND) Policy

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1. Roles and Responsibilities

1.1 The SENCO

Name of SENCO: Mrs Julie Cowell

Contact details: 01279 850213 / J.Cowell@henhamugley.essex.sch.uk

The SENCO is a member of the Senior Leadership Team.

The SENCO will:

- Work with the Head Teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and High Quality Teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other 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/carers are informed about options and a smooth transition is planned

- Work with the Head Teacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps up to date records of all pupils with SEND

1.2 The SEND governor

Name of SEND governor: Mrs Jessica Laird

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 Head Teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

1.3 The Head Teacher

Name of Head Teacher: Mrs Kim Hall

The Head Teacher will:

- Work with the SENCO 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 and/or a disability

1.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Ensuring High Quality Teaching that is inclusive of all pupils
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEND coordinators (SENCOs) and the SEND Information Report
- The Equality act 2010

It runs alongside other school policies and documents, including our:

- SEND Information Report
- Safeguarding Policy
- Admissions Policy
- Inclusion Policy
- Accessibility Plan and Policy
- Equality Policy
- Supporting Pupils at School with Medical Conditions Policy
- Monitoring and Evaluation Policy

3. School Aims and Objectives for SEND provision

The SEND Code of Practice 0-25 years (2015) states that:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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. (Introduction xiii and xiv)

At Henham and Ugley Primary and Nursery School, **all** children benefit from High Quality Teaching: this means that teachers expect to assess, plan and teach all children, **including those with SEND**, at the level which allows them to make the

most progress with their learning. In addition, we implement focused interventions to target particular skills.

3.1 Our Aims

- To ensure a consistent approach to the provision of education for pupils with SEND, across the whole school
- To ensure High Quality Teaching across the school, reducing barriers to learning, with constant reference to the Essex Provision Guidance
- To provide a learning environment where each pupil can experience success and thereby build self confidence and self-esteem
- To focus on outcomes for individual children, not just hours of provision or support, striving for excellence of provision at all times for all pupils with SEND
- To work collaboratively with the pupil, family and outside agencies (where required) to implement the Assess, Plan, Do, Review cycle according to the Code of Practice 2015

3.2 Our Objectives

- To identify at the earliest opportunity, barriers to learning and participation for pupils with SEND.
- To involve parents/carers at the earliest possible stage and keep them well informed, fostering a positive partnership between school and home in order to support the child's development and respond to parental concerns.
- To enable all children to participate in all aspects of school life fully and effectively
- To work closely with the governing body to enable them to fulfil their statutory monitoring role regarding the Policy Statement for SEND.
- To ensure that class teachers work within the Assess, Plan, Do, Review cycle for all children identified as having SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To work closely with external agencies, where appropriate, to support the needs of individual pupils
- To ensure that all staff have access to training and advice to support High Quality Teaching and learning for all pupils.

The Code of Practice 2014(5.32-33) states that there are 4 broad categories of need:

Social, Emotional and Mental Health • Physical and Sensory

These areas give an overview of the range of needs that should be planned for. However, individual children often have needs that encompass more than one area. For instance, a child's speech, language and communication needs may impact their cognition and learning; and a pupil with Autism Spectrum Disorder may have needs across all areas.

The SEND provision made for a child should always be based on an understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at the areas of difficulty and, where necessary, specialist equipment or software. Support should always be child-centred.

At Henham and Ugley Primary and Nursery School we use a variety of ways to identify a pupil who may have SEND. These include, but are not limited to:

- Observation - at various times in the school day
- Assessment tools more specific than those covered in our Assessment Policy (e.g. Sandwell Numeracy Test; Nessy Quest; Read, Write, Inc. resources)
- Discussions regarding concerns raised by teachers and/or parents/carers
- Progress data
- External Agency reports and support (e.g. Speech and Language Therapist, Educational Psychologist, Specialist Teacher, Occupational Therapist etc.)

Although the school strives to identify Special Educational Needs and makes provision to meet those needs, we do not offer diagnoses. However, where requested, we will support, advise and sign post the appropriate routes for parents/carers who have specific concerns about their children.

As a school we recognise that there are other factors that may impact on progress and attainment, but these alone do not necessarily constitute SEND. These include:

- Attendance and punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of a Pupil Premium Grant
- Being a 'looked after' child
- Being a child of a serviceman/woman.

5. A Graduated Approach to SEND Provision

5.1 High Quality Teaching

- All Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access 1:1 support from an LSA.
- A progress assessment of all pupils is undertaken termly by the Senior Leadership Team - this includes social and emotional needs. This identifies pupils who are making less than expected progress given circumstances and age (as outlined in the Code of Practice 2015 6.17)
- Where a child has been identified as not making expected progress, teachers are initially referred to the Essex Provision Guidance, 'High Quality Teaching' section to ensure that suggested strategies are in place within the classroom. The child is noted as being 'watched' by the Senior Leadership Team. Further, more specific, assessments may take place at this stage. It is the class teacher's responsibility to ensure that the parents/carers are aware of the concerns about their child.

5.2 Additional School Intervention and Support

- Where the strategies and interventions within the 'High Quality Teaching' section of the Essex Provision Guidance have been implemented, and adequate progress has still not been made, the 'Additional School Intervention and Support' of the Provision Guidance will be referred to, the child will be placed on the SEND register
- The parents/carers are informed by the Class teacher or SENCO that the child has been placed on the SEND register and the more formal process of **Assess, Plan, Do and Review** will take place with the involvement of the family and relevant staff.
- A pupil who is considered to need SEND support will have a One Page Profile and a One Plan. The One Plan will centre around the specific strengths and needs of that individual, using questions such as: 'What do we like and admire about you?', 'What are our hopes and aspirations for you?' 'What is important to you and for you?', 'What is working for you?' and 'What is not working for you?' to identify outcomes and next steps for the pupil, followed by a provision plan specific to the needs of that child. The One Page Profile is a summary of the strengths and needs of the child and the best ways in which to support them, to ensure that all adults in school (including supply staff) are aware. This is updated regularly by the teacher or SENCO, in consultation with the child and their parents/carers and should be seen as an 'ongoing conversation' about the child.

- As part of the Assess, Plan, Do, Review cycle, termly pupil-centred One Plan meetings are then held. These are led by the Class teacher (the SENCO's attendance can be requested by either the parents/carers or the teacher), to review current targets using TME (Target Monitoring and Evaluation) progress rating, outline the assessed progress that has been made, and set new Next Steps. (see Appendix A for a blank One Plan format)

5.3 High Needs, Statutory Assessment and EHC Plans

- Where a child is considered to have complex or High Needs and external agencies are involved, or an EHCP Plan is currently in place or is being considered, the SENCO or an external agency, such as an Educational Psychologist or Specialist Teacher, will lead the initial One Plan meeting.
- Most children will have their needs met through the school's SEND provision. For a few children, this may not be sufficient. In these cases, the SENCO, in consultation with the child, parents/carers, teachers and any external agencies already involved, will consider whether to ask the LA to initiate a statutory assessment for an EHC Plan.
- A child with an EHC plan will have this reviewed at least annually.

6. The 'Assess, Plan, Do, Review' Cycle

When a pupil is placed on the SEND register, a cycle of 'Assess, Plan, Do, Review' will begin.

6.1 Assess

This will involve gathering evidence in a variety of ways. The list below shows some ways information may be gathered, but not all areas will be applicable for all pupils.

- Progress over time
- Staff/parent/carer observations, views and knowledge of the pupil
- Outside agency recommendations
- Social and emotional development in comparison to their peers using PSD indicators, Essex Provision Guidance, observations, pupil's views

6.2 Plan

The parents/carers and pupils will be invited to a person-centred One Plan meeting where outcomes, next steps and provision will be agreed by all involved.

6.3 Do

The SENCO and class teacher will implement the agreed actions. This may include some withdrawal for 1:1 or group support.

After initial discussions with the SENCO, the class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any interventions in the classroom. The class teacher is also responsible for any group or 1:1 teaching by an LSA away from the classroom. The class teachers work closely with the LSAs to plan and assess the impact of the intervention and how they can be linked to learning across the curriculum in the classroom.

The SENCO will support further assessment of the pupil where necessary, assisting in planning for their future needs in discussion with staff and parents/carers. The SENCO will also monitor the impact of interventions, through lesson observation, discussion with other senior staff, pupil progress data and pupil interviews.

6.4 Review

Agreed outcomes are reviewed to see the impact of interventions and actions and the progress that the pupil has made. This will form the first part of each termly One Plan meeting and will use the TME format. One Plan meetings are attended by the pupil (where appropriate), parents/carers, class teacher and other relevant school staff, such as a 1:1 LSA. Any relevant professionals from outside agencies will also be invited. Everyone will be encouraged to express their views and ideas as to how best to support the pupil in moving forward in their educational/life journey. Any actions that need to be carried out and by whom will be recorded.

7. Working in Partnership

7.1 Partnership with Parents/carers and Pupils

Partnership plays a key role in enabling children and young people with SEND to achieve the best possible educational and other outcomes. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents/carers of children with SEND will be treated as partners who play an active and valued role in their child's education.

Parents/carers are invited to all the person-centred review meetings at least once every term, as well as being able to make appointments to see the class teacher or SENCo at any time. The Head teacher, class teacher and SENCo are available to meet with parents/carers, at their request, at the earliest convenience.

Children and young people with SEND often have knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our school **SEND Information Report** which includes arrangements made for pupils with SEND in our school.

The school will also guide parents/carers to the LA's local offer at www.essexlocaloffer.org.uk which can offer parents/carers support and information about what is available for pupils with SEND.

7.2 Partnership with External Agencies

The staff at Henham and Ugley Primary and Nursery School, work closely with a range of external agencies including:

- Educational Psychologist
- Specialist Teacher Team
- Social Care
- Health Services – including Occupational Therapist
- Speech and Language Therapist
- Mental Health Services

Support and advice from these professional agencies are used to plan provision to meet the pupil's needs and will be incorporated in the person centred One Plan meetings as appropriate. The agencies also provide in-service training and professional expertise to assist the SENCO, class teachers and LSAs in providing appropriate strategies and provision to promote pupil progress.

Parents/carers are fully informed, and permission sought when an external agency is to work with their child, and they are fully informed of the assessment and strategies given. Staff from external agencies are also available to meet with or contact parents/carers directly to discuss their child's progress and, where continuous involvement occurs, are invited to One Plan meetings and EHCP reviews.

8. Transition Arrangements

As children join our **Nursery**, home visits are put in place to enable staff to get a clearer picture of the needs of each individual child. These visits also give the children an opportunity to meet staff in their own environment, helping them to settle in quickly.

Our induction process into **Reception** class involves welcome meetings for parents/carers as well as opportunities for the children to visit the school during June and July to get to know their new teacher, LSA and classroom environment. Liaison takes place with SENCOs from the children's previous settings to ensure continuity of provision for children with SEND.

Transition from **Reception** to Key Stage 1 (**KS1**); and **KS1** to **KS2** is supported by joint moderations between teachers; hand over meetings between relevant staff members and a transition week at the end of the summer term, where children spend time with their new teacher. Children who require additional support to help them settle into their next class may have extra visits to their new teacher. They may also be provided with a 'moving on' booklet containing photos of their new classroom and teacher so that they can continue to become familiar with places, faces and names over the summer holiday.

We have close links with local secondary schools and aid the transition from **KS2** to **KS3** by meeting with a representative from every school that our year 6 children will be moving on to. This is particularly important for our pupils with SEND, so we make sure that we meet with relevant SENCOs, providing them with copies of the child's One Plan and any supporting paperwork. Extra visits to secondary schools can also be arranged. All relevant records and assessments are passed on to aid transition from KS2 to KS3.

9. Allocation of Resources

The SENCO, in partnership with the Head Teacher, is responsible for the operational management of the specified and agreed resourcing for SEND provision within the school; including the provision for children with a current Education Health Care Plan.

9.1 Resources

- Learning Support Assistants (LSAs) are used in the classroom under the direction of the class teacher to support children. In some cases, children are allocated a 1:1 LSA for a specific number of hours per week.
- All classrooms have access to practical equipment useful for supporting children with SEND (e.g. numicon, spelling mats etc.).
- Specially required equipment can be ordered if financially viable (e.g. specialist scissors, pencil grips, weighted blankets etc.).
- Practical activities and outings for education purposes are valuable to all children and reasonable adjustments are, therefore, made to ensure that **all** children can participate.

9.2 Learning Support Assistants

These members of the school staff are funded through the school budget and their contribution to the school is greatly valued. They support the class teacher within the classroom to deliver the curriculum and give help and assistance where needed, as

well as leading intervention programmes as part of the school provision map. The class teacher, with the support of the SENCO, will ensure that the LSA has a clear understanding of the task that they are to direct, that they feel confident in running it and that they are provided with the necessary resources. Class teachers draw up a class Provision Map and SEND timetable to match provision to individual pupil's needs within the classroom.

Regular meetings are held with the Head Teacher/SENCO to raise the LSAs' level of awareness as to the needs of pupils with SEND. LSAs also meet regularly with class teachers to discuss pupil's progress and targets.

Learning Support Assistants are requested to:

- Listen to the outline of the task and ask if the instructions are not clear.
- Show confidentiality
- Treat the children with respect
- Encourage pupils to try for themselves and understand that the process and not necessarily the finished result is what is important.
- Discuss the work with the children and encourage language and expression;
- Give the less assertive children a fair deal
- Allow enough time to complete a task
- Not intervene too much
- Develop the pupil's independence.
- Ask questions of the children and be a good listener
- Be aware of the children's needs.
- Be a good role model
- Have fun and show enjoyment in a shared activity
- Be aware of safety procedures
- Take part in training sessions organised by the SENCO • Record daily progress relating to pupils agreed outcomes.
- Contribute to the review and target setting process.

9.3 Staff training

- The SENCO attends regular SEND update meetings, SEND cluster meetings, and Educational Psychologist or Specialist Teacher drop in sessions where appropriate.
- The SENCO reports back on courses and area meetings.
- INSET is used for dealing with concerns and planning strategies, as appropriate.
- The SENCO has a termly meeting with our allocated Educational Psychologist
- The SENCO and/or Head Teacher organise relevant training for class teachers and LSAs.

- The SEND action plan identifies areas for development and training.
- The SENCO holds regular meetings with the LSA team to discuss specific pupils, our school SEND policy and practice, and training opportunities.

10. Links with other policies

10.1 Admissions and Inclusion Policies

In addition to the admission arrangements outlined in the school prospectus, together with the Admissions Policy and Inclusion Policy, the following procedure will operate for children with SEND.

Where children entering school have already been identified as having SEND, the SENCO will collate and summarise all the information which is sent from other sources e.g. a report from pre-school, school records, One Plans/person-centred reviews etc. The SENCO will also endeavour to meet with the parents/carers of the pupil prior to admission.

If these are not available, the SENCO will attempt to contact appropriate resources and gather information from the parents/carers and the child. In consultation with the appropriate school personnel, an action plan will be drawn up and implemented and may, for example, include further assessment, allocation of resources for the implementation of the Provision Map or EHC Plan. Children with SEND are considered as part of the normal admissions procedure.

10.2 Supporting Pupils at School with Medical Conditions

At Henham and Ugley Primary and Nursery School, we follow our Supporting Pupils with Medical Conditions Policy to ensure that pupils with medical conditions are appropriately supported so that they have full access to school, including school trips and PE. Please see the full policy for more details.

10.3 Accessibility

Our Equality and Accessibility Policies are followed to ensure that we make reasonable adjustments and provide the appropriate auxiliary aids and services to support disabled pupils to access the full broad and balanced curriculum, as well as school clubs, trips, assemblies and productions.

10.4 Monitoring and Evaluation

The SENCO, along with the SLT, monitors the SEND provision in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENCO and Head Teacher hold regular meetings to review the work of the school in this area.

In accordance with our Monitoring and Evaluation Policy, evaluation of successes will be carried out in several ways, including:

- Outcomes/next steps set for all children with SEND through the Assess, Plan, Do and Review process are reviewed every term
- Parental feedback at review meetings
- Pupil feedback
- Standardised test results (reading/writing/spelling/mathematics)
- Evidence of progress through curriculum based assessment
- SENCO's Provision Map

10.5 Compliments and Complaints

At Henham and Ugley Primary and Nursery School we are always looking to improve our practise. As such, we openly encourage any feedback and will deal with it using a fair, open approach – always with the child's best interest at the centre of what we do.

Any compliments, concerns or complaints relating to our school's SEND provision can be made using the school's complaints policy.