



Policy Document:

Policy Statement on SEND

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Learning Together, Learning for Life.

Our School Values



Agreed and Signed on behalf of the Full Governing Body

Name: Charlotte Seabrook

Signed: [Signature]

Date: 13/10/2023



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Aims

To identify needs of pupils at the earliest opportunity.

To evolve, as part of a whole-school assessment policy, a unified approach to the assessment of children's special educational needs and provision of a differentiated curriculum which is accessible to all pupils.

To inform parents/carers of all aspects of their child's development and involve where possible.

To clearly define the roles and responsibilities of the staff, Headteacher, Special Educational Needs Coordinator, Governors and outside agencies.

Organisation:

Identification, Assessment and Review

1. Initially EYFS leader and SENCO liaise with feeder Pre-school or Nursery in spring, to establish any children who are causing concern. During April and May, the SENCO will offer to work with feeder schools for children considered for High Needs Transition Funding. Following their entry pupils are monitored and assessed by the Class Teacher and Teaching Assistant. The SENCO will complete a learning walk within EYFS during October during the first term the Reception children are in school. The Class Teacher will complete baseline assessments and informs the SENCO if any pupils need to start the graduated response process where further needs can be identified. Parents are informed at the first available opportunity and asked for their views about how they feel their child is progressing. Some pupils enter the Foundation Stage with an SSP or EHCP (Education Health Care Plan) from their Pre-school or Nursery. The SENCO is informed and the possible support required is discussed with the Headteacher.
2. Concerns can arise at any point during the child's time in school, some children are more settled in school before further needs are identified, we encourage parents to share any concerns at the first opportunity. Class teachers will complete their teacher observations and assessments termly; they will begin a graduated response document if they are concerned about the level of progress a child is making. Parents are informed at the first available opportunity and asked for their views about how they feel their child is progressing.

Stage 1 (Monitoring)

When progress is not being made and a pupil gives cause for concern the teacher begins or updates the graduated response document, notifies the SENCO and a discussion identifies areas of concern and key areas of learning to be monitored. The graduated response is completed

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(Appendix 1) and parents are informed that their child has some identified gaps in their learning in one of the 4 areas listed in the SEND Code of Practice. For most children these gaps will be addressed using 'Universal Support' through a quality first teaching approach meaning classroom intervention and the gaps in learning are not linked to a SEND need.

However, when considering this information, for some children it may be decided that to further support the child they need individualized targets and support which will be presented as a Single Support Plan. If this occurs the child will move to stage 2 of the SEND identification process. The support plan will be written in line with the SEND Code of Practice 2014.

Using the Code of Practice for Special Educational Needs: We will look at the needs using four broad areas and use these areas to set clear SMART targets. The 4 areas are as follows;

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or physical needs.

When identifying a child with SEND, the needs of the whole child will be considered, not just their special educational need. This may encompass more than one of the areas highlighted above.

(See Code of Practice 2014 6.28 – 6.35):

If through discussions with the parents, class teacher, SENCO and other relevant professionals it is felt that the specific needs of the child are not educational, parents will be signposted to outside agencies to support them. This may need a referral from the SENCO. Information on outside agencies in the local area can be found in the Local Offer.

Stage 2 (SEND Support)

A Single Support Plan (SSP) is drawn up by the class teacher in consultation with the SENCO, the parents and the pupil where appropriate. The SSP will provide targets and strategies for the pupil to work on at school and at home. This plan will be reviewed 3 times per year; once per long term (October, February, June). The SENCO will support the class teacher, giving help with targets and monitoring their success. The SSP targets are written using the SMART Criteria as follows;

Sensible
Measurable
Attainable
Realistic
Time constrained

When a pupil gives further cause for concern the teacher notifies the SENCO. The child may need further support, including making referrals to other agencies or professional. We will do this at the earliest opportunity to ensure the child receives support through early intervention. At this point the child will move to stage 3 (SEND Support plus).



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Stage 3 (SEND Support Plus)

When the judgement of the SENCO and class teacher is that little progress has been made at Stage 2, we will have a discussion with parents about how to progress to further support their child. Often outside support will be requested and the pupil is moved to Stage 3. This will usually take the form of an assessment by an outside agency. A new SSP can then be drawn up to reflect their advice at the next period of assessment (October, February, June).

The **SENCO, class teacher, parents and child, together with any of the following: behaviour co-ordinator, literacy and numeracy co-ordinators, ICT co-ordinator and appropriate external specialists**, will consider a range of different teaching and learning approaches and the outcomes that are desired by all the parties involved. We very much look at the individual child and what they need next to further support their learning in the whole of their development, reflecting each area of the code of practice.

The school is able to seek support or refer to a range of services including:

Specialist Autism Outreach Service
Behaviour and Attendance Support Service
CAMHS
Attendance and Welfare Support Officer (AWSO)
Educational Psychologists
Ethnic Minority Achievement Service(EIA) 2009
Occupational Therapists
Parent Support Advisor
Physiotherapy
School Nursing Team, Paediatricians and GPs
SENDIAS (Information and advice)
Sensory Support Services
Social Care teams
Speech and Language Inclusion Partnership
Under 5's support through the children's centre

Targets will be drawn up following discussion with the relevant school staff, and with the help of outside agency advice wherever possible.

- Strategies and materials will be used primarily within the normal classroom setting. However, at this stage it may be desirable for some withdrawal from the class for special support
- Class teachers and teaching assistants will also have an identified role in supporting pupils at this stage and will assist in planning and in monitoring progress towards the specific targets set out in the SEND support plan

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- Parents/carers will continue to be involved in supporting their child in meeting small targets
- Everyone involved will agree outcomes for the SEND Support plan together with strategies and resources to be used
- A review date will be set no longer than one term from the start of the current SEND support plan (October, February or June)

Stage 4 (Statutory Assessment)

If the concerns continue, we will then consider whether or not additional support is required to ensure the child's needs are met. This could result in an application for an Education Health and Care Plan needs assessment (EHCNA) (Chapter 9 Code of Practice 2014).

The SENCO may request the LEA (Local Education Authority) to carry out a **statutory assessment** providing evidence of the child's needs. Following a request for statutory assessment the LEA will seek advice from all agencies involved with the child, considering all the evidence provided and may issue an EHC plan or a support plan. This decision is made at a panel within the LEA.

The SENCO will submit the reports from various professionals to the LEA, a SEND Lead practitioner will collate the information and share the child's information at a panel made up of various professionals, they will decide if they are going to carry out a full statutory assessment. They will inform parents/carers and the school of their decision. If the LEA agree to carry out a full assessment for an EHCNA, the process will take up to 20 weeks which will include a range of assessments held at the school and telephone appointments with parents. At this point the LEA will request a further assessment from Educational Psychologist to undertake a multi-disciplinary assessment. During the assessment period, the process of setting outcomes for the child will begin and professionals will submit their recommendations to the SEND Lead Practitioner. Education, Health and any other agencies will be involved in creating outcomes that take the long view into account, as well as short term outcomes in relation to educational targets.

If the EHCP (Educational Health Care) is issued, the SEND Lead Practitioner works at the LEA and is responsible for collating the information from professionals and working with the family through the EHCP process.

If the LEA decide they will not go through the statutory assessment process, as a school we will continue to support the child and parents/carers will be invited to discuss the next steps available with the SENCO. The parents would have the choice to appeal the decision made by the LEA.

Stage 5 (Educational Health Care Plan)



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The LEA takes the decision whether to issue an Education Health Care Plan. If the plan is agreed, the Local Authority will band the level of need and provision using their own banding criteria. Once the funding has been allocated by the LEA, funding will be used by the Headteacher and SENCO to provide additional support for the pupil to ensure the child's needs are met as detailed in the child's EHCP.

When an EHCP plan is issued, it will include information on the nature of the child's difficulties through an All About Me Profile. This will be the basis of the EHCP. The outcomes as detailed by professionals will have appropriate provision attached to support the child in reaching their targets. The class teacher and SENCO will work with team supporting the child to ensure this provision is in place.

An EHCP is reviewed annually seeking advice from key professionals where necessary who are supporting the child. This is known as the annual review. This will be led by the SENCO and they will complete the review form suggesting updates or changes to the plan and resubmit the documentation to the LEA for panel. The panel will then decide whether with the new changes the funding needs to continue, change or end depending on the needs of the child and the provision detailed by professionals.

Occasionally, the LEA will issue a SEND Support Plan, this is a plan detailing outcomes and strategies for the school but they do not allocate funding to the plan.

Parental Requests for an Education Health Care Plan

According to the SEND Code of Practice 2014, parents can make a request for an EHCNA for their child by applying directly to the LEA, a SEND LEAD practitioner will be allocated as a contact within the LEA. If this occurs the SENCO will offer support and guidance, we will also recommend the parents contact the SENDIAS team.

Personalised budgets

Personal budgets are an allocation of funding made for children and young people with SEND and their families, after an assessment of their needs and will be outlined in an EHCP. Parents or young people can request a Personal Budget as part of an EHCP Needs assessment. It will cover aspects of the Plan that can be offered as a personal budget. It will not cover the cost of a named educational placement.

3.2 Families will be able to request a personal budget as part of the planning process, i.e. when a LEA is drawing up an EHCP or at the annual review.

We will support the family in finding further information about the decision. Further information about Bath & North East Somerset manage requests for personalized budgets by reading their policy;

**Bath and North East Somerset Council Special Educational Needs and Disability
Personal Budget Policy June 2019**

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Roles and Responsibilities.

1. From September 2014 the **SENCO and Inclusion Lead** will be Mrs Ruth Perry.
From October 2023 – September 2024 Miss Katie Ireland will be covering the role.

Mrs Perry/Miss Ireland has the following duties:

- a) Coordinating the day to day provision of the education of pupils with SEND.
- b) To support staff in assessment and planning.
- c) To maintain the professional development of staff through staff meetings and INSET.
- d) To facilitate staff awareness and development in Special Educational Needs provision and legislation.
- e) To liaise with outside agencies to secure further support.
- f) To maintain an up-to-date SEND register for the school.
- g) To maintain links with the Governors through regular consultation with the Inclusion Governor.
- h) To maintain links with SENCOs and other specialists in the local Network of schools and to attend the regular training/information sessions.
- i) To work with the class teachers and Headteacher to keep parents fully informed throughout the process of identification and support and involve them in the agreed action plans.
- j) The SENCO is responsible for making parents aware of the LA's complaints procedure should the need arise.
- k) The SENCO will advise upon access to resources in the classroom.
- l) The SENCO is responsible for managing the budget for SEN and for allocating its proportion to appropriate resources and supporting the Head in the allocation of finance and timetabling of such support.
- m) To be responsible for the Policy as well as monitoring and reviewing following implementation.
- n) To seek to develop effective ways of overcoming barriers to learning and sustain effective teaching through the analysis and assessment of children's needs;
- o) To help class teachers/teaching assistants maintain records in the form of the graduated response or SEND support plans with reviews of outcomes resulting from working on specific targets.
- p) To build confidence and understanding through keeping staff informed about changes to the SEND Code of Practice, to arrangements and to provision.
- q) Liaising with potential next providers of education to ensure a pupil and the parents are informed about options and a smooth transition is planned.
- r) Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements.
- s) Monitoring the progress of children on the SEND register.
- t) Supporting teachers to use the graduated response document to identify areas to provide additional support for individual children.



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2. The **Headteacher** will:

- a) Overview the SEND Register and the progress of the children.
- b) Allocate and deploy finances in both human and physical terms to support those children whose needs are identified.
- c) Offer Inset support to staff that have children with particular difficulties.
- d) Discuss with the SENCO individual children on the register, their progress and further support.
- e) To ensure that early identification is achieved and as much support is available as possible.
- f) To keep abreast of legislation regarding SEND.
- g) Share the BANES local offer link on the website (<https://beta.bathnes.gov.uk/get-help-children-or-young-people-additional-needs-send>)

2. The **Inclusion Governor** will:

Our Inclusion Governor is Dave Howson

- a) ensure that teachers are identifying those children with SEND,
- b) ensure that appropriate provision is made for pupils with SEND,
- c) ensure that the LA is aware of any pupils who are eligible for a EHCP,
- d) be aware of legislation regarding SEND.

3. The class teacher will:

- a) liaise with the SENCO and school support staff to plan suitable activities, addressing the pupil's SSP targets.
- b) use the graduated response document to identify the appropriate level of support for children
- c) to complete referrals in conjunction with SENCO to relevant agencies and professionals
- d) to write and review individual targets following the SMART criteria
- e) to update the SEND register when a child in the class is identified as having a special educational needs
- f) adapt lessons to differentiate, scaffold and support pupils with their learning identifying their barriers to learning
- g) work with individual children or small groups providing extra support.
- h) receive training by outside agencies such as Speech & Language, Occupational Therapy, in order to facilitate support to groups of children identified by the class teachers and SENCO
- i) maintain intervention records to evidence the impact of interventions
- j) use the graduated response document to support and assess appropriate support for children in their class
- k) ensure targets and outcomes provided for children by external professionals are followed and provision meets the individual needs of the pupil and stated provision

4. The **School Support Staff** will:

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- a) liaise with the SENCO and the class teachers to plan suitable activities, addressing the pupil's SSP, SALT (Speech and Language), OT (Occupational therapy) or EP (Educational Psychologist) targets.
- b) work with individual children or small groups providing extra literacy/maths support.
- c) receive training by outside agencies such as Speech & Language, Occupational Therapy, in order to facilitate support to groups of children identified by the class teachers and SENCO
- d) maintain intervention records to evidence the impact of interventions

Monitoring

We carefully monitor the success of our support for children with SEND. The SENCO supports teachers in reviewing the SSPs with the teachers three times a year and evaluates their success rate. We aim that 90% of the targets set are achieved using the S.M.A.R.T. criteria (sensible, measurable, attainable, realistic, time constrained). We monitor the children using a range of strategies and intervention techniques to ensure the children are making progress. If we identify a child is not making progress, we will use the stages identified in this policy to intervene and reassess so we are able to provide further support.

Resources

The Governors and Headteacher are aware that a proportion of our pupils have SEN and this is reflected in the money set aside in the annual budget to employ the Speech & Language Inclusion Team and provide non-contact time to the SENCO for administration duties.

The SENCO is responsible for purchasing relevant equipment and materials and to keep up to date with assessment tests.

References

The Code of Practice (DfEE 2014)

Excellence for all children (Meeting Special Educational Needs) (DfEE 1997).

Guidance Criteria for deciding to make a Statutory Assessment (B&NES 2000).

The Special Educational Needs Code of Practice 2014

Bath and North East Somerset Council, Special Educational Needs and Disability, Personal Budget Policy November 2015

This policy is in conjunction with Curriculum, Child Welfare, Equal Opportunities and Behaviour Policies.

Mrs. Perry

September 2023

To be fully reviewed September 2025

