



SEND Policy

Debden C of E Primary Academy

Reviewed by: Matt Hawley and Sarah Bailey

May 2021

Shared with staff:

May 2021

Shared with Governors:

May 2021

Review date:

May 2022

AIMS

At Debden Church of England Primary Academy, our school vision and values underpin all aspects of school life, including our approaches to collective worship. Our school vision is to enable our children to:

- Progress exceptionally well academically, across a broad and knowledge-rich curriculum;
- Develop into confident, compassionate, well-rounded individuals, in a safe, caring, Christian environment;
- Become equipped with the learning skills needed to deal with future challenges;
- Hold happy, positive memories of their childhood.

We believe that all children, whatever their abilities, should have the best possible access to a broad and balanced education. During their school life, many children will encounter some difficulty in learning and we hope to address those needs through effective teaching, planning, close monitoring and assessment. We aim to ensure that:

- All pupils have access to a broad and balanced curriculum.
- We provide a differentiated curriculum appropriate to each individual's needs and ability.
- We swiftly identify of all pupils requiring SEND provision as early as possible in their school career.
- SEND pupils take as full a part as possible in all school activities.
- Parents of SEND pupils play an important role and are fully involved in their child's education.
- We create an environment where pupils can contribute to their own learning, where they feel safe and listened to.
- All pupils have access to a broad and balanced curriculum, including extra curriculum activities.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

LEGISLATION AND GUIDANCE

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 SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

DEFINITIONS

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

ROLES AND RESPONSIBILITIES

The SENCO

The SENCO is Mrs Sarah Bailey

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching;
- Advise on the graduated approach to providing SEN 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 that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEN up to date.

SEND Governor

The SEND governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this;
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

The Head of School

The Head of School will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEND policy and provision within the school;
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- 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 SEN policy.

SEND information report

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If there are concerns the child will be placed on a monitoring list and will receive the relevant interventions and high quality teaching in class. If insufficient progress is made or if there are still concerns then the child will be placed on a One Plan where specific targets will be put in place.



Wave	Typical Profile	Support
Wave 1	-All children will benefit from this. -Those who find one/some learning areas difficult. -May be WTS in one or two areas.	-High-quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. Strategies and resources utilised to create a highly-inclusive classroom.
Wave 2	-Children who are falling behind age-expected level. -May be WTS in a number of areas or BLW in one area.	-Interventions that are often targeted at a group of pupils with similar needs. May be groups in class etc. specific, additional and time-limited interventions
Wave 3	-Those with significant gaps across the curriculum. -Basic skills chronically hinder learning -May be BLW in a number of curriculum areas.	-High level of additional support/specialised provision. - Intervention designed to accelerate progress by prioritising key learning areas for maximum impact.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil should be placed on a One Plan or if we would like to refer them to external agencies.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** to form their One Plan.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will review the child's One Plan 3 times a year in collaboration with the parents.

Supporting pupils moving between phases

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transition meetings will take place between teachers/LSAs when a child changes class to share data and good practice experiences in the classroom. We also encourage the parents to meet with the new teacher/LSA to discuss home life and any relevant/important meetings that may be coming up. The child will complete a One-Page profile to tell the new staff about their likes/dislikes and interests.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

Spelling: Precision monitoring

Phonics: Letters and sounds

Speech and Language: Elklan

Learning Mentoring

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have 7 teaching assistants who are trained to deliver interventions such as spellings, speech and language, phonics and learning mentoring.

Teaching assistants will support pupils on a 1:1 basis when there is a child who has an EHCP.

Teaching assistants will support pupils in small groups when interventions or HQT group work is taking place.

We work with the following agencies to provide support for pupils with SEN:

- Educational psychologist, Inclusion partner, OT, Physio, speech and language therapists.

Expertise and training of staff

Our SENCO has 3 years experience in this role.

They are allocated 3 hours a week to manage SEN provision.

We have a team of 8 teaching assistants, including 1 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Precision monitoring and speech and language.

We use specialist staff for Speech and Language.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 2 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- 3 One Plan meetings per year
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Thetford forest.

All pupils are encouraged to take part in sports day/school plays/school trips/forest school

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

How we support pupils with disabilities.

- Admissions would never be determined by whether a child has a disability or EHCP.
- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s) to Thetford forest.
- All pupils are encouraged to take part in sports day/school plays/school trips/forest school
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- The school is all on 1 level and the one place that has steps includes a stair lift.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council

We have a zero tolerance approach to bullying.

Working with other agencies

- Termly meetings with the Educational Psychologist and Inclusion Partner.
- Agencies are invited to a child's annual review.
- All reports completed by external agencies are added to the child's one plan/EHCP and sent to parents.

Complaints about SEN provision

Complaints about SEN provision in our school should be firstly be made to the class teacher and then to the SENCo/Head of School. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

Contact the Essex SEND Information Advice and Support (IAS) Service for free and impartial advice on SEND. They can help with everything to do with special educational needs and disabilities. ... email send.iass@essex.gov.uk. call 0333 013 8913.

Contact details for raising concerns

Any complaints or concerns should be addressed in writing to the Debden Admin email address: admin@debden.essex.sch.uk. The correspondence should be sent for the attention of both the Head of School (Mr Matt Hawley) and the school SENCO (Mrs Sarah Bailey).

Should your concern not be dealt with satisfactorily by our school leadership team, please forward your concern to Mrs Lin Stephenson – our Chair of Governors. Her email address is l.stephenson@debden.essex.sch.uk

The local authority local offer

Our local authority's local offer is published here: <http://www.essexlocaloffer.org.uk/>

MONITORING ARRANGEMENTS

This policy and information report will be reviewed by Mr Matt Hawley and Mrs Sarah Bailey **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

LINKS WITH OTHER POLICIES

This policy links to the following policies:

- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives
- Medical Policy