

Hawridge and Cholesbury CE School



SEND Policy

Date: May 2019

Review Date: May 2020



Special Educational Needs and Disabilities Policy (SEND)

This Policy was updated in May 2019 and adopted by the Governing Body on

Signed:(Head Teacher)

Signed: (Governors)

This policy is due for review in May 2020

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 years (2015)
- Children and Families Act (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England KS1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

SEND Co-ordinator: Mrs Caroline Davey

SEND Governor: Mrs Jo Bonner

Aims

At Hawridge and Cholesbury our overarching aim is to create an atmosphere of encouragement, acceptance and respect for achievements in which all pupils can thrive and feel valued.

We recognise some pupils may need something additional to, and different from, the high quality teaching provided for the majority of pupils; this is special educational provision. We aim to ensure we identify early the pupils that require this provision so we can support them to reach their fullest potential as well as to enable them to partake in and contribute fully to school life. The nature of the differentiation, programmes and strategies developed to support pupils with SEND will vary in accordance with individual need and will be developed as a result of assessment and the graduated approach.

We believe all teachers are teachers of special educational needs and disabilities and every teacher is responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from learning support assistants or outside agencies.

Objectives

In order to achieve our aims, the school will:

- work within the guidance provided in the SEND Code of Practice, 2015.
- provide a Special Educational Needs and Disability Co-ordinator (SENDCo) who will implement the SEND Policy.
- deliver a clear process for identifying, assessing, planning, providing and reviewing provision for pupils with SEND.
- include the voice of the pupil (at an appropriate level) in providing for their individual needs.
- support all staff working with pupils with SEND.
- maintain effective partnerships with external support agencies, where appropriate, and parents to support the needs of individual pupils.

Definition of SEND

Definitions of special educational needs (SEN) taken from SEND Code of Practice (2015):

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significant greater difficulty in learning than the majority of others of the same age; or*
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

The SEND Code of Practice (2015) outlines four broad areas of need, namely:

- *Communication and Interaction* - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- *Cognition and Learning* - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- *Social, Mental and Emotional Health* - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- *Sensory and/or Physical Needs* - this includes children with sensory, multisensory and physical difficulties.

Definition of disability

Definition of a disability taken from SEND Code of Practice (2015):

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial

adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

As a school we observe two key duties:

- we **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- we **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Please refer to the [Equality Policy](#) and [Accessibility Policy](#).

Medical Conditions

Hawridge and Cholesbury recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be considered to be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs (SEN) and may have an Education Health Care plan (EHC) which brings together health and social care needs, as well as their special educational provision and the SEND code of Practice (2015) is followed. Please refer to the [Policy for Supporting Pupils with Medical Conditions](#) and [Accessibility Policy](#) for additional information about supporting children with medical/physical needs.

Identification, Assessment and Review

Hawridge and Cholesbury follows the SEN Code of Practice (2015) with regard to the identification, assessment and review of pupils with special educational needs. Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from learning support assistants or specialist staff.

As a school, we assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we will consider any evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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

The first response to such progress will be high quality teaching, differentiated for individual pupils by targeting specific areas of weakness; additional intervention and support cannot compensate for a lack of high quality teaching. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The key characteristics of high quality teaching are:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

Whilst first responses are taking place, the pupil will be placed on the school's 'class action' list and parents will be informed of this. The class teacher will informally gather evidence (including the views of the pupil and their parents) and where required will put in place extra teaching or other rigorous interventions designed to secure better progress. The pupil's response to such support can help identify their particular needs. Where progress continues to be less than expected, the class teacher, working with the SENDCo, should discuss further provision required that is additional to or different from the provision made as part of the school's usual high quality teaching and place the pupil on the SEND support list. Parents are consulted before this decision is made, and any concerns regarding a pupil's SEND can be discussed with the class teacher.

Once a pupil is on the SEND support list, the school will take action to remove barriers to learning and put effective special educational provision in place following the graduated approach outlined in the SEN Code of Practice (2015). This takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.



All of this is evidenced and reviewed using the school's 'SEND support plan' document which is usually produced three times per year, unless more frequent reviews are necessary. Parent and pupil voices are key to the effectiveness of these documents in order to ensure a joint provision both at home and at school. For pupils with EHC plans, an annual review meeting has to be held in addition.

Assess

In identifying a pupil as needing SEND support the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. In some cases, outside professionals from health or social services may already be involved with the pupil. These professionals should liaise with the school to help inform the assessments. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.

Plan

Where it is decided to provide a pupil with SEND support, the parents must be formally notified, although they should have already been involved in the assessment part of the process. Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. SEND support plans will be written by the class teacher, in consultation with the SENDCo to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Targets set in the process must be clear, measurable and achievable within the time frame set. The SEND support plan will then be shared and agreed with the pupil and parents to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of the pupil's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. If progress and outcomes are not being achieved, class teachers and the SENDCo will review current provision to better understand the barriers to achieving these outcomes and evaluating the intervention/support available. Where necessary, advice from outside agencies or specialist services may be sought.

Do

The class teacher should remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they should still retain responsibility for the pupil. They should work closely with any learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo should support the class or subject teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This

should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an EHC plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher, Deputy Head and SENDCo
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff, both formal and informal

Managing Pupils Needs

All children on the SEND support list will have a SEND support plan, which details important information about the pupil, including their areas of strengths and weakness, their outcomes and steps taken to allow pupils to achieve them and any other professionals who have contact with the pupil. Class teachers, parents, pupils and other professional will all contribute to the SEND support plan. The SEND support plan is designed to be a working document which is updated to reflect the current needs of the pupil. Formal reviews will take place three times a year, or more often where required, and parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan. Class teachers are responsible for maintaining and updating the SEND support plan. The SENDCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

There are three levels of support for pupils with SEND:

- **Universal level** funding is provided on a per-learner basis for all those attending the educating institution. This is also known as element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.
- **Targeted level** mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEND from their notional SEND budget. This is also known as element 2 funding.
- **Specialist or personalised level** top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by the commissioner placing the pupil. It is important to note that the level and combinations of provision may change over time.

Specialist Support

Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists.

The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the pupil in the same way as other SEND support.

Request for High Needs Block Funding (HNBF)

The school will make a request for HNBF when, despite an individual programme over time, the school cannot continue to meet the needs of a pupil without additional resources, funding or access to a specialised provision or resource. The funding is allocated for a two year period and may be more appropriate to a pupil than an EHC Plan. The school must demonstrate that over £6,000 has already been spent in order to support the pupil.

Education Health Care Needs Assessments

Where the pupil has not made expected progress, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the pupil, the school or parents should consider requesting an EHC needs assessment from the local authority (LA). The school will need to demonstrate that the pupil is being supported for over thirteen hours per week.

The LA will decide if the pupil should be made the subject of an EHC plan. The process should take no longer than 20 weeks. The EHC plan will be reviewed annually, or every six months if the pupil is below five, using the LA format. The SENDCo is responsible for organising and completing paperwork for the annual review of statements or EHC plans.

Criteria for exiting the SEND support list

If it is felt that pupils are making progress which is sustainable then they may be taken off the SEND support list. If this is the case then the views of the teacher, SENDCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND support list then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Supporting pupils and families

Class teachers, in partnership with the SENDCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a pupil's needs mean that they are unable to access standardised tests then the SENDCo will liaise with the class teacher to assess pupils' eligibility for access arrangements.

Outside agencies

Hawridge and Cholesbury works with a range of agencies that have the specialist training and resources to support teachers in providing targeted provision. In order to access the services provided by these agencies it is often necessary to make a referral. Referrals are made with parental consent to the following:

- Speech & Language Therapy (Oxford Health NHS Trust)

- Occupational Therapy (Buckinghamshire Healthcare NHS Trust)
- Buckinghamshire's Child and Adolescent Mental Health Service (NHS Oxford Health)
- Physiotherapy (Buckinghamshire Healthcare NHS Trust)
- Specialist Teaching Services (STS)
- Paediatrician (Buckinghamshire Healthcare NHS Trust)
- Pupil Referral Unit (The Oaks) Bucks Primary PRU
- Bucks Learning Trust Consultants (Buckinghamshire Learning trust)
- Educational Psychology Service (Buckinghamshire Learning trust)
- Social Care
- Health Visitors and other Health workers (as appropriate)

The advice they provide for individual pupils with SEND will be used to develop individual provision. They may offer training for school staff on particular needs and relevant strategies to support pupils. This training will arise on a needs basis.

Transition

Hawridge and Cholesbury, where necessary, will liaise with relevant staff at the feeder secondary school to plan individual transition programmes for pupils with SEND. Information is shared and additional meetings and visits may be planned where appropriate.

Training and review

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with pupil with SEND. The school's SENDCo regularly attends the Chesham Partnership's SENDCo network meetings in order to keep up to date with local and national updates in SEND.

Roles and responsibilities

It is the responsibility of the **SEND Co-ordinator**:

- to oversee the day-to-day operation of the school's SEND policy
- to coordinate provision for pupils with special educational needs
- to liaise with and advise fellow teachers
- to manage LSAs
- to oversee the records of all pupils with special educational needs
- to liaise with parents of pupils with special educational needs
- to contribute to the in-service training of staff
- to advise the Governing body through regular meetings with the SEND Governor
- to liaise with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

It is the responsibility of the **class teacher**:

- to identify a pupil with special educational needs and inform the SENDCo
- to draw up and review termly SEND support plans when necessary, in conjunction with the SENDCo, parents and/or external agencies as appropriate, to help the pupil access the full curriculum
- to discuss the pupil's needs and school interventions with the parents and the pupil
- to keep records and evidence of the pupil's progress
- to use LSA time, where possible, to support a pupil 1 to 1, or as part of a group, within or out of the classroom.

It is the responsibility of the **LSAs**:

- to support the teacher in delivering the actions outlined on the SEND support plan
- to keep a record of the work they do with a pupil
- to keep the class teacher informed of progress or problems
- to keep records and evidence of the pupil's progress

It is the responsibility of the **Governing Body**:

- to ensure that the school has a nominated Governor who monitors the implementation of the SEND policy and commits to regular meetings with the SEND Co-ordinator
- to consult with the LEA
- to monitor the school's observance of inclusion and the Disability Discrimination Act
- to discuss SEND matters at full Governors' meetings
- to ensure that the parents are kept informed
- to review policy arrangements.

Storing and managing information

Documents relating to pupils on the SEND register and 'class action' list will be stored in a locked room at the school. SEND records will be passed on to a pupil's next setting when he or she leaves Hawridge and Cholesbury.

Admission Arrangements

The admission arrangements at Hawridge and Cholesbury are determined by the Governing body. These arrangements are the same for all children, with or without SEND, with the exception of children with EHC Plans.

For the admission of children with EHC Plans, Buckinghamshire County Council decide on nearest appropriate placements and make requests to the nearest appropriate school. The Head and Governors are consulted prior to acceptance.

Concerns regarding SEND

At Hawridge and Cholesbury, we endeavour to do our best to support all children. If you have concerns, we encourage you to contact the class teacher who can arrange a meeting with the SENDCo.

You may find it useful to contact County services:

- SEN Team at County Hall on 01296 382269 or email: sen@buckscc.gov.uk
- Family information service SENDIAS (Buckinghamshire Special Educational Needs and Disability Information, Advice and Support Service) at County Hall on 01296 383754 or email: sendias@buckscc.gov.uk www.buckscc.gov.uk/education/bucks-send-ias

Should there be any problems or concerns, they can usually be resolved amicably on an informal basis. However the school does have a formal **complaints procedure**. A copy can be obtained from the school office.

There is additional information about SEND:

- On the Bucks Family Information website along with the local offer www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/home.page

Linked policy documents

- [Accessibility plan](#)
- [Anti-bullying policy](#)
- [Behaviour and Exclusion policy](#)
- [Complaints procedure](#)
- [Confidentiality policy](#)
- [Data Protection policy](#)
- [Equality Plan and Procedure](#)
- [Intimate Care policy](#)
- [Managing Medical Conditions in School policy](#)
- [Manual Handling policy](#)
- [Personal Care policy](#)
- [Policy for Supporting Pupils with Medical Conditions](#)
- [Use of Reasonable Force policy](#)

Reviewing the policy

This policy will be reviewed by governors on an annual basis.