



Stockland C of E Primary Academy

Special Educational Needs & Disabilities (SEND) Policy

2021-2022

Governor responsible for SEND:	David Webb
Head of School:	Clive Hellowell
SENCo	Cara Gilmour-White
SENCO Qualification:	Currently studying for NASENCO Award
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Special Educational Needs and Disability (SEND) Policy

Stockland Primary Academy SEND values and beliefs:

- We aim to provide a stable and stimulating environment that ensures that children with Special Educational Needs and Disabilities (SEND) have access to all areas of school life. We support the principles of inclusion and encourage interaction with their peers as much they find possible.
- We aim to help each child to maximise his/her potential; this applies to all children whatever their ability.
- Every teacher is a teacher of every child, including those with SEND. Teachers prepare and plan for all children, taking their needs into account and thinking carefully about the next steps a child needs in his/her learning.
- We aim to identify the needs of all children at the earliest possible time.

This policy was agreed in line with the current SEN Code of Practice 2014 and should be read alongside Stockland's Inclusion Policy, SEN information report and Accessibility Plan.

Aim

- At Stockland Primary Academy we aim to raise the aspirations and expectations for all our pupils, including those with SEND, by focussing on outcomes and providing a learning environment in which the skills needed for further learning and preparation for life are central.

Objectives

- To identify and provide for pupils who have special educational needs at the earliest possible stage.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for Special Educational Needs and Disabilities.
- To provide a SENCo who will work with the SEND Inclusion Policy.
- To provide support, training and advice for all staff working with special educational needs pupils.

Identifying Special Educational Needs

- The SEND Code of Practice, 2015 identifies 4 main areas of need;
 - a) communication and interaction
 - b) cognition and learning
 - c) social, emotional and mental health
 - d) sensory and/or physical
- Some children's needs are identified before they start school and the pre-school they attend will make sure we are aware of these. Sometimes this may mean that we hold a School Entry Meeting to discuss how the school can prepare to meet the needs of the child.
- Parent carers may have an awareness that their child has needs and may discuss these with teachers or the SENCo at Parents Evenings or another meeting.
- Once children start school, teachers will monitor their progress every half term. If they need extra advice about a child not making the expected progress they will talk to other teachers and the school SENCo.
- All teachers have been trained in identifying needs early so that any support needed can be quickly put in place.

- Assessments to identify the barriers to learning may be completed by teachers, teaching assistants, the SENCo or another professional working for Education Support Services or the National Health Services.
- Where particular needs are identified a child's name may be added to the Special Needs Register so that all adults working with him/her will know about the needs. If this happens parents will be notified by letter. Parent carers will be invited to contribute to the child's Passport and Learning Plan, setting out the needs identified, the approaches to be used to overcome them and the strengths and interests of the child.

It is important to note that the following needs may also impact on progress and attainment but are not deemed to be SEND:

- a) Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- b) Attendance and punctuality
- c) Health and Welfare
- d) English as an additional language (EAL)
- e) Being in receipt of Pupil Premium Grant
- f) Being a Looked After Child
- g) Being a child of a Serviceman/woman

A Graduated Approach to SEND support

- At Stockland Primary Academy, the importance of high quality teaching for all our children is paramount. This is monitored through learning walks, a robust performance management structure and continued monitoring of pupil progress. All teachers are responsible for ensuring that work is set at an appropriate level for all of the children in their classes and that individual needs are catered for. This is the first step in supporting a child who may have SEND.
- When a child is not making adequate progress teachers will discuss the most appropriate intervention to overcome the barrier to learning and put this support into place. The child's progress will continue to be monitored.
- When a child has had appropriate support in class and intervention to meet the perceived needs but continues to not make adequate progress discussions will be held between the teachers, teaching assistants, parents and SENCo to determine the next step in the graduated response. The needs of the child will be examined against the criteria for inclusion on the SEND register (Appendix 1).
- If it is deemed that a child's needs meet the criteria for inclusion on the SEND register, the child's name will be added and the child's parent carer notified by letter. A Pupil Passport and Learning Plan will be drawn up incorporating information from teachers, teaching assistants, the child and the parent carers. This will provide a clear picture of the needs of the child and the best approaches to meeting them.
- The child will then enter the assess-plan-do-review cycle. It may be necessary to conduct further assessments to determine a clear picture of the needs of the child. These may be conducted by staff at the school or the SENCo may refer the child to a specialist education or health professional.
- Provision to meet the needs of the child will be carefully planned, recorded on the learning plan and run for a specified time and then reviewed to ensure that progress is being made. Where targets set have been met, new targets and provision will be made.
- If a child's needs are complex and progress continues to be slow then advice will be sought from a range of professionals. Where it is deemed necessary, the school or the parent carers may apply for an Education Health Care Plan.

- Some children will remain on the SEND register for their entire time at Stockland Primary Academy. Others may need SEND support for a shorter time and their names will be removed from the register when significant additional support is no longer needed. This will be decided in consultation with all adults involved, including parent carers as part of the ongoing review process.

Managing Pupils Needs on the SEND Register

- All teachers are teachers of all children and are therefore responsible for the children with identified SEND in their classes with support and guidance from the SENCo.
- Teachers are responsible for making use of Devon's Graduated Response Tool as part of quality first teaching practices (see Devon's Local Offer for more details).
- Teachers are responsible for updating Pupil Passports and Learning Plans regularly as part of the ongoing assess-plan-do-review process and for monitoring the progress of all children in their classes. All adults working with the child must be informed of the needs identified and the support to be given.
- Clear assessment and identification of barriers to learning will lead to carefully planned provision, working on the next steps for the child.
- Details of the range of support on offer can be found in our SEND Information Report available on the school website or on request from the office.
- We work with a whole range of professionals from Babcock LDP, Children and Family Health Devon (CFHD), Disabled Children's Service and the National Health Service. These can be accessed by referral by the SENCo through a multi-agency meeting, completion of Early Help Assessment (EHA), as a result of a direct referral from the SENCo or in consultation with the child's GP.
- Children with complex needs may require a higher level of support and this will be accessed through request for statutory assessment for an Education, Health and Care Plan from Devon Local Authority. Parent carers will be aware of this through the request and Annual Review process.

Supporting Pupils and Families

- Class teachers and the SENCo will discuss concerns with parent carers and provide support and advice. We can also explore additional support using the Devon Early Help approach with Devon Children and Families partnership (DCFP).
- Teachers and the SENCo have the responsibility for ensuring that access arrangements for pupils who need additional support for statutory assessments are applied for and provided.
- Transition between classes and settings are carefully supported to ensure that children can approach these with security and confidence. Where necessary additional planning and visits will be arranged by the SENCo and teachers.

Supporting Pupils at School with Medical Conditions

- Stockland Primary Academy recognises that pupils at school 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 disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some children may also have SEN and may have an Education Health Care Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 2014 is followed.
- For further details please see our Supporting Children with Medical Conditions Policy.

Monitoring and Evaluation of SEND

- Half-termly progress reviews of all children are completed by class teachers. This provides information for the SENCo about the effectiveness of provision for children with SEND.
- Regular learning walks and observations of lessons note the adaptations that are being made to provide for those children with SEND.
- Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision.
- Interventions will have clear review dates with assessments carried out to monitor impact and adjust to the needs of the individual.

Training and Processes

- 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 regular training and development. This training may be delivered by experts from within The Redstart Learning Partnership, or might be accessed through external specialists and training providers.
- The school SENCo regularly attends training and updates provided by the LA in order to keep up-to-date with developments in SEND.
- Teachers and Teaching Assistants are offered the training required to meet the specific needs of the children in their classes. This may be provided by experienced members of staff at Stockland Primary Academy, including the SENCo, or by professionals from local education or health services.

Roles and Responsibilities

- SENCo: Cara Gilmour-White
- SEND Trustee: Simon Billington
- Designated Teacher with Safeguarding Responsibility: Clive Hellawell
- Deputy Safeguarding Officers: Cara Gilmour-White and Natalie Martin

Storing and Managing Information

- All staff are fully aware of the confidential nature of information held for children with SEND.
- See Data Protection Policy

Reviewing the Policy

- This policy will be reviewed annually by the SENCo and SEND Trustee

Accessibility

- Statutory Responsibilities – see Accessibility Plan

Dealing with Complaints

- Please refer to Stockland Primary Academy's Complaints Procedure