

Redfield Edge Primary School



Special Educational Needs Policy (SEND)

Date reviewed	April 2024	Next review	April 2025
Policy type	Statutory	Review frequency	Annually
Responsibility	Full Governing Body		
Signed (Chair of FGB)	Name (Chair of FGB)	Signed (Head Teacher)	Name (Head Teacher)
		<i>L Robinson</i>	Lisa Robinson
Ratified by FGB on	Signed (Chair of Governors)	Name (Chair of Governor)	
	<i>D Taylor</i>	Dave Taylor	

SENDCO/ Inclusion Leader: Jenny May

SEND Governor: Sian Fish Steve Saunders-Rawlings

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At Redfield Edge Primary school we ensure that all children; including those identified as having a special educational need and /or disability have a common entitlement to an accessible, broad and balanced academic and social curriculum and are fully included in all aspects of school life.

We believe that every teacher is a teacher of every child including those with SEND.

This policy has been developed by SENDCOs in the Envision Hub. It reflects changes made to the SEND Code of Practice 0-25 guidance 2014.

Aim

All children in school are accepted equally, encouraged, respected and valued regardless of their ability and/or behaviour. Our aim is to provide children with the best possible outcomes in preparation for life-long learning. We endeavour to raise the aspirations and expectations of all pupils, including those with SEND by working collaboratively with parents and carers and listening to the voice of the pupil.

Objectives

- To identify at the earliest opportunity those children with special educational needs and/or additional needs.
- To provide, monitor and review personalised provision as appropriate and set realistic and challenging targets.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To ensure that every aspect of a child's development is taken into consideration and provided for within a whole school, inclusive ethos.
- To heighten awareness that every teacher is a teacher of every child including those with SEND.
- An appropriately qualified/ experienced SENDCO will be provided by the school to ensure that all of the points in this policy are upheld.
- To provide support, advice and facilitate training for all staff working with pupils with SEND.
- To develop and maintain partnership and high levels of engagement with parents and effectively liaise with outside agencies.
- To adhere a graduated approach to interventions following a four part cycle of assess, plan, do, review.

Admissions Policy for pupils SEND

Our school admissions process is managed by South Gloucestershire Council and all arrangements are conducted by them. The council is aware that the school is accessible and therefore is able to welcome pupils with a wide range of needs. In certain circumstances, in discussion with South Gloucestershire Council and parents, it may be agreed that Redfield Edge Primary School is not the appropriate setting in which case we will follow guidance and

procedures from the 0-25 service when seeking an alternative placement. Through implementation of our Accessibility Plan the school seeks to continually enhance its provision for pupils with SEND.

Identifying Special Educational Needs

“A pupil is deemed to have SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.” **(Children and Families Act 2014, para 6:15 p 83)**

Children’s needs may be categorised into four broad areas, these include;

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, Emotional and Mental Health**
- 4. Sensory and/or Physical**

These four categories broadly identify the aspects of SEND needs for pupils at our school however we will also identify the needs of pupils by considering the whole child, which will include not just the special educational needs of the child or young person.

Other issues that may impact on progress and/or attainment but are not solely SEND include;

- Disability
- Attendance
- Punctuality
- Gifted and Talented
- Underachievement
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a looked after child
- Being a child of a serviceman/ woman
- Unexplained behaviour difficulties

Although these do not constitute SEND themselves, the school will have systems and procedures in place to support these children where appropriate.

A Graduated Approach to SEND support

Assess

A clear understanding of a child’s needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to at least good progress and improved outcomes.

Assessment of need starts with a whole school approach that can quickly identify where a child is not making adequate progress despite high quality teaching. Information that teachers may draw upon include;

- Teachers’ assessment and experience of a pupil
- Pupil progress attainment and behaviour
- The individual’s development in comparison to their peers
- The views and experience of parents

Pupil's own views
Advice from external support services

Plan

Once the need for SEND support has been identified the code is quite clear that the first step in responding to a pupil's identified need is to ensure that high quality teaching, differentiated for individual pupils, is in place.

Teachers will adapt their teaching and provision to overcome the barriers of learning and make changes to ensure full accessibility to the curriculum with the support of the SENDCO. Through use of detailed gaps analysis, teachers will plan learning opportunities for individual pupils that promote small-step progress from their individual starting point.

We believe that parents and pupils are an integral part of the planning process and are invited to contribute their thoughts and ideas during regular meetings throughout the year. These meetings will be in addition to parent consultation evenings, so that the feedback given to parents is not solely around the pupil's SEND.

Advice will be sought and followed from various outside agencies as required.

In addition to the above, the process of planning for a child with a statement or an Education Health Care Plan (EHCP) will take account the statutory requirements from their statement/ EHC Plan.

Do

The teacher is at the centre of day to day responsibility for working with all pupils including those with identified SEND. It is imperative that the teacher works closely with all adults involved with 1:1 provision or any teaching away from the class as the teacher is ultimately responsible for assessing the impact of targeted interventions.

Review

As mentioned, teachers are continually reviewing the progress of all pupils on a daily basis through marking, feedback, observations and regular meetings with support staff. This happens for all pupils throughout the year both formally and informally. In addition to this, for pupils with recognised SEND the progress of meeting planned outcomes is assessed and reviewed regularly, at least three times a year. All staff working with a child will meet to review the impact of interventions that have been in place, and plan the next steps in intervention support for that child.

Teachers consider the following when discussing the progress of pupils identified with SEND;

Have the pupils met their expected targets?

Are the pupils on track to meet their end of year/ key stage target?

Is there an improvement in the previous rate of progress?

Is the gap narrowing (attainment and progress) between pupils with SEND and all pupils?

The role of Parents/ Carers and Children in the graduated approach

In the code of practice there is a stronger emphasis on improving the parent/carer voice and that of the SEND child. To facilitate this, three meetings annually will be organised for parents, carers and children to contribute to the plan, do and review process to ensure that the needs of the child are truly reflected in the provision being provided by the school. Additionally, at Redfield Edge we have an open-door policy, and welcome parents and carers to discuss any queries or concerns with us as they may arise. We regularly seek parent feedback, and aim to work in partnership with parents to improve our provision and outcomes for our children with SEND. We hold regular coffee mornings, where all parents and carers are invited to attend to network with each-other and school staff, and benefit from guest speakers' expertise around parenting, well-being and SEND. We welcome parents' and carers' suggestions into which topics would be most useful to cover during these sessions.

Managing pupils' needs on the SEND register

Under the Code of Practice 0-25 2014, there are two ways in which a child with SEND might have their needs categorised; **SEN Support** or **Education Health Care Plan (EHCP)**. The main difference between the two categories are that those with an EHC plan have their statutory rights protected by law whereas those categorised as SEND support will be met through in house arrangements according to personalised, specific needs (see Assess section on the Graduated Approach to SEND Support).

An SEND register will be kept and updated at least three times a year, following data analysis and pupil progress meetings.

Using the plan, do, review process teachers will try and provide for the emerging needs of each child using the skills and expertise both within the classroom and across the school. However, on occasions, following the review and assessment process, school may seek additional support and specialist services. If this happens, parents and carers are fully involved in the process by contributing and consenting to the referral.

Parents and carers will be consulted by teachers when it is felt necessary to place a child on the SEND register and will be provided with written as well as verbal notice of this. At this point, parents will be fully included in the planning process.

If following a review meeting it was felt that a child had made significant progress and no longer required to be on the SEND register, then in consultation with the parents, an agreement will be made to remove the child from the register.

There are other processes in school that may support a child with SEND and would be used as and when appropriate for specific circumstances.

The level of provision decided is based upon individual needs in consultation with the child, appropriate professionals, teachers and parents. For more information please see **Frequently Asked Questions** located on the school website.

As a school if we identify that we are unable to fully meet the needs of a child we will

- Request advice from the appropriate agencies and follow any recommendations that are made to meet individual needs
- Carefully track and monitor support, progress and attainment
- Liaise with other settings to develop support for a child.
- Where appropriate, request a statutory assessment in order to put in place an EHCP.

- Work closely as an alliance to maximise expertise and resources
- Involve parents and carers throughout this process, at all stages

The school is responsible to provide adequate resources through the budget assigned to SEND and this is monitored closely by the Senior Leadership Team (SLT).

For pupils eligible for funding through an EHCP this is also tracked and monitored through SLT and reviewed annually through the review process within the school and then the SEND case panel (South Gloucestershire). The panel will then identify if the EHCP will require any adjustment.

There are clear guidelines for the EHCP process.

Training and Resources

Training needs for all school staff can be identified in the following ways:

- Audit of staff expertise and training needs
- Specifications on EHCPs for staff to have certain training
- Recognising specific needs for individual pupils and how staff can be trained to support that child.
- The SENDCO has regular training on updates in SEND issues/developments both nationally and locally.
- Elements of the school improvement/development plan to be addressed through training.

Resources are purchased as and when they are required.

Roles and Responsibilities

The **SENDCO** will:

- Liaise with outside agencies, Early Years providers, other schools, health and social care providers as well as the Local Authority.
- In conjunction with the class teacher, take responsibility for overseeing and coordinating the completion of each pupil's Support Plan.
- In conjunction with the class teacher, take responsibility for the completion of outside agency referrals as well as paperwork relating to the EHCP.
- Liaise with the relevant Designated Teacher when a Looked After pupil has a SEND.
- In conjunction with the class teacher, liaise with the parents and carers of children who have SEND.
- Evaluate and report on the provision for children who have SEND to the Governing Body in conjunction with the SEND Governor.
- In conjunction with the class teacher, liaise with the local secondary schools, so that relevant information is passed on to the Year 7 teachers and support is provided for year 6 pupils as they prepare to transfer to Key Stage 3.
- Liaise with the parents of pupils transferring to a new school, or phase of their education. This will ensure parents are informed about their options and to ensure a smooth transition is planned.
- Advise on the deployment of the schools designated budget and other resources to meet pupils' needs effectively.
- Regularly observe and support intervention group work to ensure it is high quality targeted provision and monitor the progress of children undertaking intervention.
- Ensure the school keeps the records of all pupils who have SEND up to date.

- Work alongside the Head teacher and the Governing Body to ensure the school meets its responsibilities under the Equality Act of 2010 with regards to reasonable adjustments and access arrangements.

The **SEND governor** will offer support and challenge to the school SENDCO. They will meet at least three times a year to discuss strategic changes and developments using the SEND action plan as a guide. The SEND governor will then report back to the Full Governing Body regularly.

The **Teachers** will work closely with the SENDCO to plan appropriate provision for the pupil's in their care. They will set targets and review progress of interventions and ensure that SEND pupils access appropriate support in class to meet their personalised needs. Teachers are responsible for setting up and maintaining a 'Support plan' for each child with SEND. Teachers receive regular training and support from the SENDCO to do this. Teachers meet regularly with parents to discuss progress, review targets and discuss next steps in terms of the provision needed to best support the child.

All **teaching assistants** have a line manager within the school. Their role is to ensure that under the guidance of the class teacher they are providing rich and varied learning opportunities for the children in their care and are giving appropriate feedback on progress and future needs. In some cases a teaching assistant will be allocated to an individual child.

Teaching Assistants are invited to attend and contribute to a child's Annual Review process.

Storing and Managing Information

All documentation linked to children on the SEND register is securely stored with access only to the school SENDCO and members of SLT. Documents are handed to new settings during transition and copies are held in school for a period of time. Any documentation no longer required is shredded.

Dealing with complaints

Positive home school relationships often mean that concerns and complaints can usually be dealt with between parents, carers and school staff. However, when a more formal complaint is made this needs to be in accordance with our school's complaints policy.

Reviewing the policy

The SEND policy will be reviewed on an annual basis by the senior leadership team alongside the governing body and ratified accordingly. Opportunities will be given to parents to respond to the policy and share their thoughts with a member of staff.

All about SEND

(Special Educational Needs and Disabilities)

How I can ensure my child is receiving the support they need?

Frequently Asked Questions

The LA Local Offer

•The Children and Families Bill became law in June 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

•The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. The South Gloucestershire local offer can be found on the website: <http://www.southglos.gov.uk/health-and-social-care/local-offer/>

•The Parents Partnership Service is available to give advice and to put parents in contact with other support groups. They can be contacted by email: pps@carersgloucestershire.org.uk or phone on 0800 158 3603.

The SEND Information Report utilizes the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet. This document provides answers to a variety of questions parents have asked regarding what support School can provide for your child.

Definition of Special Educational Needs or Disability SEND

A child ...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 educational facilities of a kind generally provided for others of the same age in mainstream schools: Code of Practice (April 2014)

Within classes children often need some extra support and/ or challenge to consolidate their learning and to enable them to access the curriculum at an appropriate level. Teachers use their professional judgements to effectively plan and provide for each

individual child. This could be providing slightly different tasks for child and adapting teaching and learning styles to meet the needs of the children. We always do this but sometimes this is not enough and a child may need additional help on top of this.

The person in school who will oversee this process is our school SENDCO (Special Educational Needs and Disability Coordinator) who is **Mrs May**. There is also a SEND governor who supports the SENDCO and staff to meet your child's needs.

1. How does the school know if my child needs extra help?

Teachers and parents may notice that:

- The child is anxious, reluctant to come into school
- There may be changes in the child's behaviour
- The child may find it difficult to concentrate and engage with tasks
- The child's academic progress may be slower than their peers
- The child's attainment may be below expectation of their age group
- The child may have a known condition that hinders their learning
- The child may have a known medical or physical disability
- The child may be demonstrating key behaviours that indicate a problem
- The child may have missed early milestones in their development

Teachers and other adults meet with and share information about children starting school in reception.

Teachers will talk to previous settings to find out about your child.

Parents and carers know their child best and we will talk and listen to any worries that you may have.

Sometimes additional information is passed on to school by other agencies, such as doctors, where that information could help the child at school.

2. What should I do if I am worried?

Speak to your child's class teacher who will listen to your concerns and give advice.

3. How will school staff support my child?

Staff will work closely with you and your child to put into place a personalised plan to help your child at school.

4. How is this plan communicated effectively throughout the school?

This is achieved by:

- The plan is shared with all the adults working with your child.
- You will be invited to meet with the adults working with your child to review their progress and update the plan regularly.

5. How will the curriculum be matched to my child's needs?

In addition to the differentiation within each class, we will ensure that all aspects of learning are carefully matched to the child and their needs this will be achieved by:

- Adapting the learning environment (i.e. the classroom) so that it is accessible to all children
- Small group work with a teacher or teaching assistant
- 1:1 support in and out of class when appropriate
- Specific intervention programmes to address gaps in the learning that the child is experiencing
- Use of specific learning programmes from outside agencies (e.g. a speech and language programme)
- Modified resources (e.g. large print text)

6. How do you as the parent or carer, and we as the school know how the child is doing?

As a school, we will:

- Carry out regular observations of your child to see how they are getting on
- Assess their learning and progress regularly
- Share information with you as a parent or carer including successes and next steps
- Work closely as a school team to support your child and review their progress together
- Listen to your child and respond to their ideas and any concerns they may have
- Listen and share comments and advice from other professionals working with your child (e.g. physiotherapist)

As a parent:

- You will be invited to discuss your child's progress with their teacher on a regular basis
- You will be involved in the planning and reviewing of their personal plans

7. How will the school help you to support your child's learning?

Throughout the year there are opportunities for parents to be involved in their child's learning. These may include:

- Regular informal conversations (e.g. on the playground)
- Parent evenings
- Curriculum meetings
- Termly coffee mornings
- Specific learning workshops (e.g. phonics/calculations)
- Open mornings/afternoons

- Opportunities to share in your child's successes
- Home learning

In addition to this, on personal plans, there are suggestions for ways that you can support your child at home, linked to your child's specific needs.

8. What support will there be for my child's overall wellbeing?

- Listening to the children's concerns and worries
- Family link worker (Parent Support Advisor)
- School ELSA (Emotional Literacy Support Assistant)
- Interventions such as Art and Sand tray therapy
- An active Mental Health Team of staff within school and a whole school priority of mental health and well-being
- Lunchtime provision to support the development of social skills
- Social skills groups
- Staff trained to meet medical needs such as administering medicines where necessary (e.g. diabetes/allergy)
- Parents may come into school to give medicines
- Keeping medical records up to date
- Emergency contacts up to date
- Following child protection procedures including having named members of staff responsible for dealing with concerns
- Regular staff training for child protection
- Meetings with parents to discuss

9. What specialist services and expertise are available at the school and how do you all work together?

Schools have access to a range of services and professionals who can support your child.

These include:

- Education –
 - Educational psychologist
 - Education welfare officer
 - Ethnic minority achievement service
 - Hospital/home teaching service
 - Inclusion support team
 - Behaviour support team
 - Speech and language therapy team
 - Ethnic minority and traveller advisor service
 - Non Local Authority services such as NASEN (National Association for Special Educational Needs), Bristol dyslexia centre etc.
- Medical –

- Child psychiatry service
- Clinical psychology team
- Community child health services
- Child and adolescent mental health service
- Consultant paediatrician
- Co-ordination clinic
- Occupational therapy service
- Physiotherapy service
- School nurse
- Speech and language therapy service

In addition to these services, schools can access social services if there are additional concerns.

10. What training has the staff supporting children with SEND had or are they having?

Staff are kept up to date with relevant training related to specific needs of individuals in school. SENDCOs share their knowledge with relevant staff. There are also opportunities for other professionals to come into school to train staff where needed.

Examples include:

- Training for Teaching Assistants from the Speech and Language Service
- Mental Health First Aid Training
- Whole staff training on Autism led by an Inclusion Support Worker, Autism champion and Autism best practice training
- Whole staff training on sensory needs and developing bespoke sensory diets
- Precision teaching training for Teachers and Teaching Assistants
- Training from the Hearing Support Staff
- Support for the lunch break supervisors led by the Behaviour Support Service
- SENDCO attends the annual SEN conference held by the local authority and attends meetings each term with SENDCOs across the local authority. These sessions have included workshops with Occupational therapists and speech and language therapist.
- The SENDCO has the National Award for SEN coordination.

11. How will my child be included in activities outside the classroom, including school trips?

The school believes that every child should be fully included in the curriculum and any possible adaptations will be made to cater for this. Children have very individual needs and the support they are given depends on their level of need.

Through discussion with parents, actions that may be put into place could be:

- 1:1 support
- Pre visits to new locations
- Specialised equipment accessed where available
- Risk assessments will be carried out to ensure the safety of all children

12.How accessible is the school environment?

The school is fully wheelchair accessible and has disabled toilet and changing facilities. A range of specialist equipment is already available in school. If further equipment is needed for an individual, enquiries will be made by school as to how this will be secured.

13.How will the school prepare and support my child to join school or in their transfer to a new setting?

The class teacher/SENDCO will oversee transition from one setting to another.

This will include:

- Meetings with Early Years settings/previous schools to discuss the needs of your child
- Opportunities for staff to see the child in their previous setting in order to observe the strategies and support already in place
- Opportunities for your child to visit the school and become familiar with the new environment
- Use of photos and social stories to familiarise your child with their new school and adults who will be working with them
- 1:1 meetings between home and school
- Story time and stay and play for children entering EYFS

14.How are the schools' resources allocated and matched to the children's Special Educational Needs?

Each South Gloucestershire Local Authority school is required to invest a minimum of 3.6% of its school budget to support children with SEN within the school system. This money may go towards purchasing material resources/specialist equipment, employing teaching assistants and training for all staff.

15.How is the decision made about what type and how much support my child will receive?

The school will use their professional judgement in consultation with parents, other staff members, and outside agencies to judge the level of support needed. The time allocated will vary according to the individual need of the child. Pupils with an Education Health and Care Plan will be provided with the appropriate level of support to ensure the outcomes in their plan are fully supported. In the rare case that the school cannot

provide the level of support required with the funding provided through the EHC plan, this will be made clear at any initial consultation, or, if the pupil is already on roll, an emergency annual review will be called.

16. Who can I contact for further information?

If parents/carers would like to discuss their child, they should speak to their child's teacher in the first instance. They may also contact the SENDCO via the school office. You can find a link to South Gloucestershire council's Local Offer at: www.southglos.gov.uk/localoffer. Within the Local Authority, other organisations are available to support parents of children with Special Educational Needs, such as:

www.gloucestershire.gov.uk	This is the Parent Partnership Service (PPS) . They offer free and confidential advice, information and support for parents and carers of pupils with Special Educational Needs.
www.supportiveparents.org.uk/support-group	Is a charity providing advice and support for parents/carers of pupils with SEN in Bristol, North Somerset and South Gloucestershire?
www.sgloparentsand carers.org.uk	Are a group of parents with pupils in South Gloucestershire who have been identified with SEN? They offer coffee mornings, support and advice, parent workshops and information events.

Other organisations you may wish to look at are:

www.netmums.com	Netmums offer friendly support and advice covering a range of different areas. This is not just for Mums but Dads too. On the website you can access tips on expert parenting tips, recipes, and places to take your child and much more.
www.nasen.org	NASEN is the National Association for Special Educational needs and offers development and support for those who work with SEN pupils.
www.mencap.org	Mencap is the voice of Learning Disabilities. They value and support people with a learning disability as well as their families and carers.
www.autism.org.uk	This is the leading UK charity that supports families and people with Autism or Asperger's Syndrome.
www.barnardos.org.uk	Is one of the UK's leading charities that works with families and schools to support vulnerable children? Their vital services include: counselling, fostering and adoption, vocational training and disability inclusion groups.

