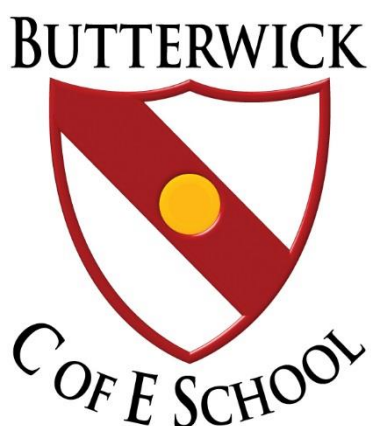


BUTTERWICK PINCHBECK'S ENDOWED CHURCH OF ENGLAND PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Senco: Mrs Rolfe, National Senco Award (also part of the senior leadership team)

Date Agreed: February 2024
Date to be reviewed: February 2025

As an inclusive Christian school, our vision is to provide a safe, happy, loving and nurturing environment where individuals feel valued and are encouraged to fulfil their hopes and aspirations. Through an inspiring and enriched curriculum, pupils are given the best opportunities to flourish and develop their God given talents.

'Do everything in love' 1 Corinthians 16:14.

Together **E**veryone **A**chieves **M**ore

To be read in conjunction with:

- Anti-bullying policy
- Acceptable Use policy
- Safeguarding policy
- Behaviour management policy
- E-safety policy
- Medical conditions policy
- Attendance policy
- Staff Code of Conduct agreement / Staff Handbook
- Guidance for Safer Working Practice for Adults who work with Children & Young People in Education Settings document
- Working Together to Safeguard Children March 2015
- Meeting the Needs of Children in Lincolnshire guidance document
- Domestic Abuse Policy
- Complaints policy
- Children Missing in Education policy
- Team Around the Child (TAC) Handbook
- Extremism and Radicalisation PREVENT guidance
- Keeping Children Safe in Education September 2018
- Data Protection/Information Sharing protocol

Special Educational Needs and Disability (SEND) Policy (including information on Admissions)

This document is a statement of the aims, principles and strategies for Provision for children with Special Educational Needs at Butterwick Primary School. It was developed through a process of consultation between all members of the School community, including teaching and non-teaching Staff, Governors and County Support Staff.

Purpose of the Policy

This document provides a framework for the identification of, and provision for, children with Special Educational Needs. It is written for the benefit of all members of the School community, to ensure that all are aware of the principles underlying identification and provision, and confidently committed to the agreed strategies. It is based on our school SEND information report that can be found on the school website, or via hard copy, on request, from the school office.

This policy and information report is based on the following legislation:

- Meet the requirements of the Education Act (1996), the Special Education Needs (SEN) Code of Practice (2014), the Special Educational Needs and Disability Act (2001) and 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 co-ordinators (SENCOs) and the SEN information report

The Special Educational Needs Code of Practice 2014 offers guidance on the content of any School's SEND Policy. This document conforms to these guidelines, although the format differs from that set out in the Code of Practice.

Definition of SEND

At our school we use the following definition for SEN and Disability as detailed in the SEND Code of Practice 2014. "A pupil has SEND 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". (p83)

- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- *Disability*: 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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

The school reflects what the Code of Practice states (p88 sect 637) in that pupils are only identified as SEND if they do not make adequate progress once they have had relevant and appropriate interventions and/or adjustments and good quality personalised teaching. This is known as 'SEN Support'.

The Code of Practice refers to four broad areas of need:

Communication and interaction-these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties-children may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs-some children require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

Children may also have other difficulties that may affect their learning, progress and attainment but they are NOT SEND. These are:

- 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 SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child, Adopted or under Special Guardianship
- Being a child of Serviceman/woman

Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)

- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Our aims for SEND are to:

- Involve parents, staff, pupils and outside agencies in identifying pupils with additional needs as early as possible in their school life and develop a partnership of support
- Set a positive learning ethos throughout the School, strive to overcome potential barriers to learning and ensure inclusion for all pupils
- To fully adopt the graduated approach of Assess, Plan, Do, Review to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress
- Make the Curriculum accessible to all pupils through recognising the need for differentiation and employing a range of teaching styles
- Aim to ensure that each pupil feels equally valued within the School community. Identify all children with special consideration to support their learning needs.
- Communicate and work together, making sure that all Staff are aware of specific interventions that take place, including 1:1 and small group interventions.
- To reflect the Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff (p86, para 6.33). Every teacher is a teacher of every child in their class, including those with special educational needs or disabilities.
- Be aware of the whole school provision for each pupil and to provide all staff with support and advice so that they have a good understanding of supporting children with Special Educational Needs. This will be achieved through regular staff meetings, 1:1 meetings with staff, professional development days and liaising with outside agencies.
- To set high expectations for SEND students and urge them to achieve the most they can, whatever their starting point.

Principles

It is the aim of the School that each child should realise his or her maximum potential in a caring and supportive environment, which provides equal opportunities. All pupils have individual needs, including those with exceptional talents and abilities. Many can be met within the normal environment of the classroom, through a differentiated curriculum, which also provides enrichment and extension.

Responsibilities

All members of the School community work towards the School aims by:

- Helping in the development and implementation of the Policy.
- Being fully aware of the School's procedures for identifying, assessing and making provision for the pupils with Special Educational Needs. (Please also see Butterwick Primary School SEND information report on the school website)
- A commitment to a partnership approach to provision.
- Working together with Parents to keep communication between home and School fluid. This is essential for assessing each pupil's needs and setting new targets.

The headteacher (Mrs Towers) will:

- Work closely with the SENCO and SEND governor (Mrs Dower) to determine the strategic development of the SEND policy and to co-ordinate provision in the school

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Monitor, analyse and evaluate the progress of all pupils through the school tracking system
- Holding pupil progress meetings with individual teachers
- Working closely and meeting regularly with the SENCO.

The SENCO, Special Education Needs Co-ordinator, (Mrs Rolfe) works towards the School's aims by:

- Preparing, reviewing and co-ordinating day-to-day operation of the School's SEND Policy and school SEN information report.
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Holding pupil progress meetings with individual teachers. Monitoring progress, analysing and evaluating the progress of all pupils through the school tracking system, alongside the Head teacher. Liaising with colleagues in writing, monitoring and reviewing pupil interventions
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Organising, alongside teachers, and attending review meetings with pupils and parents.
- Liaising with external agencies, the local authority and support services
- Producing and revising yearly action plans, formulating and maintaining the SEND register and keeping individual records of all pupils with SEND up to date
- Arranging assessments for individual needs, where needed, using external agency support
- Communicating with parents and teachers and continually reviewing and assessing children's needs and progress.
- Contribute to in service training for staff to assist them in carrying out their role advise staff, where needed, about teaching methods, ideas and interventions
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Attending termly network cluster meetings and SEND briefings to share good practice with colleagues and keep up to date with SEND developments

Teachers work towards the School's aims by:

Class teachers are responsible following this SEND policy and are accountable for the progress and development of the pupils in their class. High quality, differentiated teaching is always the first stage in responding to pupils who have or may SEND.

- Knowing who their vulnerable learners are, including those already at SEN support or with Education Health Care Plans (EHCP's.)
- Identifying pupils who may be underachieving (not necessarily SEND at this stage) or making less than expected progress. This could be characterised by progress which is (but not limited to):
 - Significantly slower than that of their peers starting from the same baseline
 - Failing to match or better the child's previous rate of progress
 - Failing to close the attainment gap between the child and their peers; or
 - Widening the attainment gap
- Planning for and coordinating interventions in their class, assessing their class's achievements and setting targets, planning work to remove barriers to learning and putting special educational provision in place. As well as working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Following the graduated approach of assess, plan, do, review and involve the parents/carers and child in this process, with support from the Senco, where needed
- Working with TAs in developing interventions that aid learning through their successful teaching.

Pupils are expected to work towards the school's aim by;

- Discussing their targets regularly with key staff supporting them.
- Knowing how and who is going to help them reach their potential.
- Reviewing their targets and understand how they fulfil them.

Teaching Assistants work towards the School's aims by:

- Working with individuals and small groups.
- Helping to prepare materials and resources
- Liaising with Teachers to give feedback and help assess interventions.
- Recording progress and outcomes
- Running pre-organised teaching programmes.
- Noting observations of progress and outcomes of set targets for Pupils with a statement.

Parents are expected to work towards the School's aims by:

- Ensuring that children attend School in good health, punctually and regularly.
- Offering encouragement and praise when discussing their targets.
- Participating in discussions concerning their children's progress and attainment.
- Ensuring early contact with the School to discuss matters which affect a child's happiness, progress and behaviour. This would be the child's teacher in the first instance. This may then lead to a referral to the school Senco.
- Taking an active interest in children's learning by supporting in class where appropriate, and giving due importance to homework, hearing reading and assisting with the learning of tables.

- Allowing children to take increasing personal and social responsibility as they progress through the School.
- Attending parent consultation evenings and termly review meetings (a minimum of 3 per year but these can be more frequent if needed) to discuss progress, review interventions and support and to help set new targets.

The SEND Governor (Mrs Helen Dower) will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND policy and 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
- Liaise termly with the SENCO

Procedures: Co-ordinating Educational Provision

This includes the provision of non-contact time to enable the SENCO to liaise with other Staff, parents and carers, attend meetings on a weekly basis, if required, attend send cluster meetings, attend conferences on send, monitor send in school, complete necessary paper work, attend training and to liaise with the relevant support agencies.

Identification, Assessment and Review. (Also see Butterwick SEN information report on the school website for further details.) <http://www.butterwick.lincs.sch.uk/page/?title=SEN+Information+Report&pid=110>

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, emotional and/or behavioural needs.

The definition of SEND stated in Code of Practice 2014: "A pupil has SEND 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". (p83) The school reflects what the Code of Practice states (p88 sect 637) in that pupils are only identified as SEND if they do not make adequate progress once they have had relevant and appropriate interventions and /or adjustments and good quality personalised teaching. This is known as 'SEND Support.'

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. Where progress continues to be less than expected, the class teacher will discuss their concerns with the parents or carers and SENCO. At this stage we may also seek the advice of external agencies, following discussion with and agreement from parents/carers, to complete further assessments and provide strategies to help us best meet the needs of a pupil. Extra teaching or interventions may be put in place as

a pupil's response to such support can help to identify their particular needs and close the gaps in their learning. At this stage we will consider placing the pupil on our SEND list with parents.

In deciding whether to make special educational provision, the teacher, Head teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil.

During this stage progress, then further interventions would begin. Pupils will have an individualised support plan that will highlight the support the child receives and targets to work towards using a cycle known as assess, plan, do, review; this is to be reviewed at least once per full term.

1. **Assess:** Data on the child will be collated by the Class Teacher in order to make an accurate assessment of the pupil's needs. Parents will be invited to an early discussion to support identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that 'additional to and different from' support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate interventions identified and implemented by the class teacher with advice from the SENCO, if required.
3. **Do:** SEN Support will be finalised and interventions carried out either by the class teacher or teaching assistant, with the class teacher retaining the overall responsibility. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

Admissions of pupils with Special Educational Needs and Disabilities – please also see Admissions Policy.

Our school undertakes fair access to all by;

- Ensuring that all the children are admitted to the School, in accordance with the Admissions Policy.
- The level of ability of a child or any special educational need that he or she may have plays no part in the admissions policy of this school.
- In accordance with the Special educational Needs Code of Practice 2014, the allocation of school places for pupils with a Statement of Special Educational Needs or an Educational and Health Care Plan will take place before the school allocates other places as a part of the normal admission process.
- Discussions with previous schools, parents and pupils with SEND, including other professionals occur during the transition phase. This is in order to meet the best interests of the child. As best we can, we therefore implement strategies before a child is admitted.
- Making every effort to provide any necessary adaptations possible within the constraints of the School's funding arrangements.

Allocation of Resources

- The school receives a notional SEN funding from which we are expected to contribute the first £6000 towards a pupil who requires SEN/Additional support.
- The higher needs (top up funding) and targeted support provision currently remains outside of this national SEN funding. This is subject to review in light of the new legislative requirements implemented last Sept under the Children and Families Act 2014.
- Pupil premium is also additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Please see the schools Pupil Premium Statement on the school website.

Considering Complaints

- Discussion between parents and Class Teacher in the first instance.
- The Head Teacher and the SENCO will be kept informed of the complaint.
- A procedure to be followed in the event of the initial meeting failing to resolve the complaint. This will involve the Head Teacher, who will hold a fact finding meeting after discussion with the parents, Teacher and SENCO individually. This meeting will be held within one week from the Head's notification of the need.
- A procedure to be followed in the event of continuing dissatisfaction. Parents will be advised to take their complaints to the Governors.
- Further follow up meetings at any stage where necessary.

SEND Inset

Training and development Training needs are identified in response to the needs of pupils currently on the SEN register.

- The SENCO attending appropriate courses and conferences as they arise.
- Other Teachers and Teaching Assistants attending SEN courses which interest them and have a particular bearing on children they are supporting.
- Staff Meetings are held periodically to address SEN issues.
- Use of 'Outreach' Support where necessary e.g. Specialist Teaching Team, Working Together Team
- School Senco will attend termly cluster meetings and termly send briefings to help keep up to date with developments in send and further improve the school work in this area.
- School staff have specific training in literacy and numeracy interventions and supporting children with hearing impairment and dyslexia.

Use of Outside Agencies:

Where needed we make links with the following services who provide support in meeting the needs of specific children:

ESCO (Early Support Care Coordination) Provide help and support for disabled children, young people and families

Speech and Language Therapy.

School Medical Service, including Occupational Therapist, Physiotherapist, School Nurse and the Community Paediatric teams.

Educational Psychologist to hold discussions with the SENCO and parent/carers about specific children who are raising concern to discuss the possible strategies needed for individuals.

Local Authority Advisors.

Out Reach Services: The 'Working Together Team' for supporting our work with children who may have social and/or communication problems. They also specialise in Autism.

Specialist Teaching team (STT) for help and guidance with assessment e.g. Dyslexia and to provide specialist 1:1 or small group support in school

Sensory Education and Support Team(SEST)

BOSS (Behaviour Outreach Support Service) team

Lincolnshire Behaviour Ladder of support

Primary Mental Health Care (CAMHS)

Mental Health Support Team (MHST)

Healthy Minds Lincolnshire provides emotional wellbeing support to children and young people up to 19 years old (25 if special educational needs/disability or leaving care).

Children's Education Advisory Service (CEAS)

St Francis School, Lincoln for advice and support for those children with disabilities

Referrals including one or more Outside Agencies Using the Early Help Assessment Framework

- Discussion with relevant Teachers, SENCO, Learning mentor, Head and parents at meetings and, where appropriate, the child concerned.
- A Single Assessment form/ Multi-agency Assessment form filled and notify the TAC Administrator
- The SENCO or learning mentor as the named Lead Professional.
- Meeting to be held in School, guided by the Lead Professional.
- Lead Professional to note the minutes.
- Lead Professional to follow up further arrangements. Services are delivered according to the set 'child's plan'. The targets are reviewed every 6-8 weeks.
- Support from Early Help Coordinators with case supervision for Team Around The Child and Child In Need cases.

Providing Curriculum Access and Integration

- Teaching pupils primarily in mainstream classes to aid inclusion.
- Ensuring that all pupils with SEN join in all the activities of the School with differentiated interventions small group or 1:1 support to help children access all activities, as far as possible.
- Extra help from a teacher or learning support assistant in class
- Working with a child in a small group in class
- Helping a child to take part in the class activities
- Making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult. Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Helping other children to work with a child, or play with them at break time
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- Making or changing materials, resources or equipment. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts
- Ensuring that a differentiated Curriculum is offered to all pupils, in accordance with the Teaching and Learning Policy of the School. Inclusion is also seen through P.E and after school clubs.
- Encourage emotional and pastoral care early, so as to avoid provision that is unnecessary.
- Adapting teaching styles to accommodate a pupil's learning style.

- Teaching SEN pupils within the numeracy and literacy sessions using adult support.
- The provision of the mechanical aids to support learning, e.g. pencil grips, writing slopes
- Adaptation of the material presented to a group within the class.
- The provision and assessment of an Individual Education Plan (IEP) which breaks learning down into steps manageable by the particular children.
- Periodic withdrawal, either individually or as part of a group, to follow the interventions noted on the pupils support plans
- An Individual Behaviour Plan, aimed at modifying behaviour, may be formulated in conjunction with parents/carer, where needed.

Requesting an Educational, Health and Care Plan (EHCP) needs assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

Evaluating Success: The School's SEND Policy will be achieving its aims if:

- All Special Educational Needs are identified promptly and addressed by the appropriate applications.
- There is a fluid movement of individual children between SEN support, Education Health Care Plans and moving off SEN support where appropriate. When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.
- No child is exempt from the National Curriculum, unless there are extenuating circumstances.
- Support plans are used to highlight the support received and used to inform the 'next steps' in the child's education
- Having regular reviews, at least 3 per year, but can be more frequent, if required.
- Target tracker, termly and day to day assessment is used to monitor and track progress and to set new targets. We also use Provision Tracker to highlight the support each child receives, the impact the support has and the cost effectiveness of the support given
- Head and SENCO meet regularly to assess progress and outcomes for all pupils and to review provision.
- The school follow the plan, do, assess, review method of support, when evaluating success – Please see Local Offer for more information.

Partnership with Parents

We will have an early discussion with the pupil and their parents when we feel that a child may need to be referred as a cause for concern 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 strengths and difficulties
- 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 to discuss the child's needs and approaches to addressing those needs. The strategies which will be used in school and suggestions for parental support will be shared at this time with regular (at least termly) review meetings to be held.

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 will receive SEN support.

- Ensuring that all parents are aware of the School's arrangements for SEND, including the opportunities for meetings between parents and teachers, by outlining these arrangements in the School's Prospectus.
- Formal consultation between the Teacher, pupil and parent/carer and Senco, where needed,
- Informing parents of provision of helpful literature and links to parent support groups to clarify understanding of the procedures e.g. Liaise, and Lincolnshire Parent Carer Forum
- The availability of the school Senco on parent evenings to allow parents to come and discuss any issues they may have regarding their child.
- Parents of pupils with Special Educational Needs may gain a range of support from Lincolnshire's SEN Local Offer which can be found at <http://search3.openobjects.com/kb5/lincs/fsd/home.page>. The school Senco can also offer advice and links to parent support groups either verbally, paper copy or by signposting to the school website which has links to support networks.
<http://www.butterwick.lincs.sch.uk/page/?title=Special+Educational+Needs&pid=87>
- Senco to send out, annually, a parent questionnaire to help identify strengths and weaknesses to help inform future needs and improve our work with children with SEND

Storing and Managing Information

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEN files are kept in a locked filing cabinet. Individual SEN files are transferred either in person or via recorded delivery to receiving schools when pupils leave Butterwick Primary.

Complaints

We urge parents/carers with any concerns regarding the SEN policy or the provision made for their child to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher.

What support will there be for the overall well-being of children?

Pastoral and Social Support

- All staff within the school have strong relationships with the children to support their emotional needs, and will offer day-to-day pastoral support as required. As well as this, the children also have direct access to the school's learning mentor (Mrs Parker) in person or via written request through our 'worry box' system. Mrs Rolfe and/or Mrs Towers are also available for children to go to should they feel the need.
- In our experience, children at our school feel confident to share emotional and social well-being concerns with a member of staff.
- Parents are encouraged, via informal discussions, newsletters and parent evening consultations, to meet with the Headteacher, SENCO, class teachers and teaching assistants if they feel there is a concern that needs to be shared.

- Year 6 children are trained as Playground Leaders to specifically work with younger children at playtimes to encourage appropriate play and kindness to each other. They will actively seek out younger children who have challenges with establishing relationships or making friends.
- Any reported incident or concern regarding a child's emotional or social well-being is recorded and followed up by either the Head teacher, learning mentor or SENCO.
- All child protection issues are reported to either the Headteacher, SENCO or learning mentor, who are the school's Designated Safeguarding Leads. These are recorded on 'Myconcern.'
- A clear 'Whole School Behaviour Policy' is adhered to by all staff (please see the school website for a copy). This Policy includes the school's Rewards and Sanctions systems. Behavioural difficulties do not necessarily mean that a child has Special Educational Needs. However, a change in a child's behaviour can indicate that the child needs help and support.
- We use a variety of approaches to develop children's personal, social and emotional development. The school follows an E –safety curriculum and the Jig Saw scheme of work across the whole school for the teaching of Personal, Social, Health and Emotional Aspects of Learning. This includes assemblies and lessons aimed at helping children cope in a range of areas such as social skills, spiritual, moral and cultural development as well as self-esteem, internet safety and various forms of bullying. Collective Worship time is also used as a forum for discussion, reflection and support in these areas.
- We also have mini police in school to help nurture and support pupils at break times

Medical Needs

- We ensure as far as possible that any child with a medical need or disability is included in all aspects of the curriculum and school life.
- There is a 'Medical Conditions Policy' which is followed by all staff (please see the school website for a copy)
- If your child has a specific medical need then parents should contact the school and you will be referred to the SENCO who will take the appropriate action. This could involve the preparation of a 'Health Care Plan'. If a 'Health Care Plan' is needed it will be written to inform appropriate staff of the specifics of the condition and what should be done to support the needs of the child.
- The school maintains a list of all children with medical needs which is available to all staff.
- If your child requires on-going long term medication then this will be reflected in their 'Health Care Plan'.
- If your child requires short term medication that is not part of a 'Health Care Plan' e.g. for a minor infection then please contact the school office to complete a form 'Administration of Short Term Medication' which will outline how the medicine is to be administered.
- Asthma inhalers, and Emergency Treatment for Anaphylactic Shock are kept in the classrooms. Other medication is kept securely, where appropriate e.g. in a fridge in the staffroom.
- Personal Emergency Evacuation Plans (PEEPs) are produced for children with specific needs so as to ensure that, in an emergency evacuation of the school, an adult has been appointed to ensure their safety.

Liaison with Other Schools or Nurseries

- We make every effort to contact playgroups for discussion of children with SEN before they enter the Reception class to ensure as smooth a transition as possible. This can be done by either the Foundation Stage Lead Practitioner or the SENCO.

- We will contact the previous School of any child with SEN entering our School at any point other than Reception to determine how the child will be inducted, and to enable us to benefit from previous knowledge of the child.
- Planning meetings involving the Head, SENCO, prospective Class Teacher, pupil and parents to ensure that the needs of any child entering the School with SEN can be met as fully as possible.
- We will contact receiving schools for all children leaving our school with SEND to ensure the process of transition is smooth and that the receiving school has all the relevant information. In addition, we are always willing to be consulted by receiving schools at any point after the child has transferred and will, if we can, give assistance to support the continuity of a child's development. If the receiving school is linked with the Armed Forces, the SENCO is to ensure that the Parents are aware of CEAS, the Children's Education Advisory Service. It aims to 'support operational effectiveness in the armed forces by enabling service families to secure appropriate educational provision for their children in the U.K. and overseas'. The SENCO should discuss the 'moving schools pack' which helps to develop a portfolio for an individual with Special Educational Needs. Also, CEAS enables service parents to register a child at School Action Plus or with a medical need that may impact on their education.
- Ensure smooth transition to KS3 following discussions with the receiving school, also the passing on and clarification of all recorded documentation. Transition IEP Reviews may be implemented to discuss an individual's specific need in KS3. We will also liaise with secondary schools to hold additional parent meetings between us and the receiving school to allow parents extra opportunities to meet and discuss their child's needs before pupils start their new school. If required we will also co-ordinate extra transition days to help support pupils with send who may need a little more support in transition.

Conclusion

This policy was written with regard to the school SEND information report, which holds further information, which can be found on the school website. You can get a copy of our policy in hard copy on request at the school office or by visiting the school website. Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

Addendum: Coronavirus (COVID-19)

During lockdown or self-isolation periods we (teachers/teaching assistants) will maintain regular contact with pupils and provide work via our Seesaw learning platform and other online learning tools e.g. Bug club, Spag.com, TT rockstars, Oak Academy.

The school Senco will also 'check in' with pupils on an at least weekly basis to ensure things are ok and to offer further support, if needed, to pupils with their engagement in learning, emotional wellbeing and plans for returning to school when appropriate.

School will endeavour to provide differentiated learning for pupils who are not attending school full time. In exceptional circumstances, we will also loan devices such as laptops or tablets to support home use.

Annual review meetings will still go ahead via online platforms such as Zoom or Teams.

Coronavirus (COVID-19) makes it more difficult for school to provide the specified special educational and health provision in an EHC plan. Possible reasons why this might be more difficult are:

- The child is not currently attending school.
- The following of 'social distancing' guidelines disrupts schools normal 1:1 or small group provision for those who are still attending and make certain interventions impractical.
- The resources to secure the provision are reduced, for example because of illness, self-isolation or the need to direct staff resource at responding to the pressures generated by coronavirus (COVID-19).

For those children with individualised educational health care plans, and have 1:1 adult support, staff will endeavour to use 'live learning' platforms such as Zoom/Teams to maintain contact and provide learning support with their curriculum work during the school day as well as emotional support. They will also offer to support those children who may have speech and language programmes, physio and/or occupational health programmes that have to be followed. The Senco, working alongside the local authority, will keep risk assessments for EHCP pupils up-to-date to reflect any changes in circumstances.

Schools will ensure that parents are informed of services for additional support, for example around anxiety, online security, mental health and behaviour via parenthub, email or phone.

Coronavirus (COVID-19) is limiting the level of service that can be provided by outside agencies (such as STT, BOSS, WTT, SALT) who provide advice and information for SEN pupils. The Senco is liaising with these services and passing advice and guidance onto staff and parents. School will provide differentiated learning for those SEN pupils attending.

It may be difficult for schools to provide the provision on pupil support plans/Pastoral Support Plans due to the following reasons:

- The following of 'social distancing' guidelines disrupts schools normal 1:1 or small group provision for those who are still attending and make certain interventions impractical.
- The resources to secure the provision are reduced, for example because of illness, self-isolation or the need to direct staff resource at responding to the pressures generated by coronavirus (COVID-19).

However, we will do our utmost to support pupils and parents/carers as much as we can.