




NERROLS

Nerrols Primary School and Nursery

Special Educational Needs and Disability (SEND) Policy 2020/21

Signed:  Head teacher

Signed:  Chair of Governors

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SEND Policy

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1. Introduction

- 1.1 Richard Huish Trust (the Trust) is established by Richard Huish College to provide governance and oversight to those academies that are part of the Trust. These include:
- i. The Taunton Academy,
 - ii. West Buckland Primary
 - iii. North Curry CofE Primary
 - iv. Nerrols Primary
 - v. North Town Primary

2. Definitions

- 2.1 'Board' means the Trust's Board of Directors.
- 2.2 'Director', 'Panel Member', 'Principal' and 'Clerk' mean respectively; a Director of the Trust's Board of Directors, a Member of a Discipline Panel, an Academy Principal and the Clerk to the Discipline Panel.
- 2.3 'Parent' also means carer.
- 2.4 'EHC', an Education, Health and Care Plan.
- 2.5 'SENDCo' Special Educational Needs and Disability Co-ordinator
- 2.6 All other definitions have the same meanings as given in the Trust's Articles of Association and the Academies Act 2010.
- 2.7 'SEND', the 2014 Code of Practice says that: *"A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools"*.

A child should not be regarded as having SEND (although these may impact on progress and attainment) if they have:

- A disability, unless it calls for Special Educational provision (the code of practice outlines the "reasonable adjustment" duty for all settings and schools provided under the current Disability Equality Legislation).
- Attendance and punctuality.
- Health and welfare.
- English as an Additional Language (assessment in the first language will be used if there are concerns).
- Being in receipt of Pupil Premium Granting a looked after child.
- Being a child of a serviceman/woman.

3. Statutory Guidance, the Local Offer and Statutory Requirements

- 3.1 Statutory guidance regarding support and provision for children with SEND has changed recently. From September 2014 new legislation came into force through The Children and Families Act and the new SEND Code of Practice [0-25].

- 3.2 More details about the reforms and the SEND Code of Practice can be found on the Department for Education’s website: www.education.gov.uk/schools/pupilsupport/sen
- 3.3 One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with Education, Health and Care (EHC) Plan.
- 3.4 You can view the SEND Local Offer website: <https://someset.local-offer.org/> and the Core Standards for Somerset can be found on the following website: <https://choices.someset.gov.uk/025/education/what-to-expect-from-education/>

The SEND Local Offer is a resource, which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Somerset whose children experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. This is available on <https://www.somesetchoices.org.uk/family/Information-and-advice/somesets-local-offer/>

- 3.5 This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25, June 2014 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 June 2014
 - Somerset Core Standards for Children and Young People (0-25) Dec 2016
 - Statutory Guidance on Supporting pupils at school with medical conditions April 2014
 - The National Curriculum in England Key Stage 1 and 2 framework document Sep 2013
 - Safeguarding and Child Protection Policy
 - Accessibility Plan
 - Teachers Standards 2012

4. Aims

4.1 Richard Huish Trust SEND Aims

Trust academies are inclusive where we are committed to ensuring that all our children learn successfully. The curriculum is specifically tailored to meet the needs of our children including those with SEND through high quality learning experiences which enable them to reach their full potential. The needs of the children determine the emphasis of our curriculum. We aim to give children an individual curriculum that changes and adapts according to where the children are and what their needs are.

We aim to raise the aspirations of and expectations of all pupils with SEND. In doing so we aim to achieve outstanding outcomes through ensuring the SEND policy has a positive impact on all our students with SEND.

Our SEND objectives:

1. Working to identify the needs of pupils with SEND as early as possible.

We gather information from parent carers, education, health and care services and early year’s settings, prior to the child’s entry into the school whenever possible.

2. **Monitoring the progress of all pupils.**
We continuously monitor all pupils to ensure all children reach their full potential and to aid early identification of SEND.
3. **Making appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.**
This is co-ordinated by the SENDCO (Special Education Needs Coordinator) and will be carefully monitored and regularly reviewed to ensure individual targets are being met and all pupils' needs are catered for.
4. **Working with parents/carers to gain a better understanding of each child and involve them in all stages of their child's education.**
This includes sharing information on SEND procedures / practices and providing regular opportunities for discussion on their child's progress and attainment
5. **Working with outside agencies to support each child when more specialist advice could enhance and /or inform provision made by the school.**
Some outside agencies include Speech and Language Therapist, Educational Psychologist or Learning Support.
6. **Creating a school environment where pupils can contribute to their own learning.**
This means encouraging and supporting independence and regularly seeking pupil views. Pupil participation and success is encouraged through wider opportunities within school such as residential visits, school plays and sports opportunities.

5. Policy Principles

5.1 Our Approach to Identification

The SEND Code of Practice (2014) describes four broad categories of need. Children's needs and requirements may fall into at least one of the four areas and many children will have inter-related needs. The impact of these combinations on the child's ability to function, learn and succeed will be taken into account. The areas of need are:

1. Communication and interaction (autistic spectrum and language disorders),
2. Cognition and learning (dyslexia, dyspraxia and dyscalculia; global developmental delay),
3. Social, emotional and mental health difficulties (ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties), and
4. Sensory and/or physical needs (Hearing impaired, vision impaired).

The purpose of identification is to work out what actions the school needs to take, not to fit a pupil into a category. Trust Academies identify the needs of the pupils by considering the needs of the whole child which will include not just the special educational need of the child.

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored termly. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENDCO and a plan of action is agreed.

2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. 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, and
 - fails to close the attainment gap between the child and their peers.

3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching and parental support. Otherwise, closer monitoring will take place and appropriateness of SEND support will be considered.

The SENDCO can ask other professionals (educational psychologist, advisory teachers, speech and language, occupational therapist, physiotherapy etc) to undertake a range of assessment tests with children. They can use these assessments to add to and inform teachers' own understanding and assessments of a child.

Although the school, with support from other professionals, can identify Special Educational Needs and disability and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASC or ADHD or another disability.

5.2 Our partnering approach to involving parents/carers

The Trust and its Academies believe that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEN to enable personal success.
- Parental views are considered and valued.

We aim to have open and regular dialogue with parents/carers from the onset. We encourage parental involvement at all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing feedback on progress through regular formal and informal meetings. We value the views, feedback and suggestions from parents/carers and seek to gain these through regular dialogue at both formal and informal meetings.

5.3 Record keeping, monitoring and data management

Where it is determined that a pupil does have SEN, parents will be informed of this before inclusion of the individual on the School SEN Register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process indicated below:

- Assess
- Plan
- Do

- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

5.4 Referral for an Education, Health and Care Plan

If a pupil has lifelong or significant difficulties and it is likely that they will need access to specialist provision, they may undergo a Statutory Assessment Process which can be requested by a parent or the school. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. Further information about EHC Plans can found via the SEND Local Offer:

- <https://www.somersetchoices.org.uk/family/information-and-advice/somerset-localoffer/>
- or by contacting the Somerset SENDIAS (previously known as Somerset Parent in Partnership Service): 01823 355578.

5.5 Monitoring and evaluating the success of provision

Parents, staff and children are given an opportunity to evaluate the effectiveness of provision via regular review meetings. We believe that in order for children to make consistent continuous progress in relation to SEN provision regular feedback from staff, parents and pupils during the academic year is necessary. Pupil progress is monitored on a termly basis in line with the SEN Code of Practice.

Formal evaluations of the effectiveness of the school SEN provision and policy take place through a termly SEN report. The evaluation is carried out by the SENDCO in consultation with the Head Teacher and SEN Governor. These termly SEN reports culminate in an annual SEN Report. This is collated and published by the Local Governing Body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

5.5 Working with external partners

When a pupils' needs cannot be met by the school alone we receive further support from Somerset's Support Services, Speech and Language, Occupational Therapy or Child and Adolescent Mental Health Services (CAMHS).

5.7 Supporting Transition

Primary School Transition: Transition planning within school takes place at the end of every year for all vulnerable children and those with an SEN to prepare them for

moving classes. When starting in reception transition planning takes place through a school entry meeting which involves the parents, the pre-school or nursery setting, the area SENDCO, other professionals involved, the reception teachers and SENDCO from school. This planning begins as soon as places have been offered in the summer term.

Secondary School Transition: Transition planning within the secondary schools takes place at the end of every year. Strong links have been established with feeder primary schools and visits are made to meet the pupils and their teachers early in the process. The Secondary SENDCo will make all the necessary arrangements to ensure that a smooth transition plan is established for SEND pupils involving Year 6 teachers, Headteachers, Primary SENDCo, parents/carers and external agencies, where appropriate.

To support the transition to secondary school for children with an EHC plan, where possible, annual reviews will take place during the autumn term to ensure the planning process starts early. Once the secondary school has been confirmed a clear plan for transition will be put together with the secondary school, other professionals involved with the child, the parents and usually the child as well.

5.8 Staff Training

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND and in particular reference to our cohort of pupils.

The SENDCO regularly attends local SENDCO meetings and conferences and alongside the CPD Lead also facilitates internal and external training opportunities for all staff. The SENDCO alongside the Senior Leadership Team ensures that training opportunities are matched to the school improvement plan.

5.9 Complaints and Positive Feedback

If a parent or carer has any concerns or feedback regarding the care or welfare of their child they should first speak to their child's class teacher. They may also ask to speak to the SENDCO or a member of the SLT if needed. The Academy Complaints Policy is available on the Academy website.

6. SEND Information Report

A SEND information report is produced annually by each Trust academy and is reported to the RHT Board and Local Governing Bodies. This report is published on the school's website.

7. Related Policies & Procedures

- Pupil Medication and Medical Conditions Policy
- Behaviour and Well-Being Policy
- Complaints Procedure Policy
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Information Report