



Special Educational Needs & Disabilities (SEND) Policy

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1. GENERAL PRINCIPLES WHEN APPLYING THE POLICY

This is the Special Educational Needs and Disabilities (**SEND**) policy for Berry Pomeroy Parochial CE Primary School written in conjunction with the Academy for Character and Excellence. The school is fully committed to promoting the principles in respect of the Children and Families Act 2014 in order to ensure that all children can achieve the best possible outcomes. The school is also committed to implementing the principles and law contained in the Equality Act 2010, the SEND Code of Practice 0-25 years 2014 and also other legislation and international conventions designed to promote equality and respect for human rights.

It is essential to understand that it is everyone's duty (members, directors, governors, staff, volunteers and pupils) to follow the principles set out in this policy. Further, this applies to all aspects of the work of the school.

This policy is primarily designed to assist all staff in fulfilling the law together with the aims and objectives of the Children and Families Act 2014 (and associated legislation) together with its predecessor legislation as set out in the Education Act 1996 (and associated legislation).

2. AIMS AND OBJECTIVES OF THIS POLICY

The overall aim of this policy is to enable all children to reach their potential and obtain the best possible outcomes. This will be achieved through following the relevant law and guidance and applying best practice.

When making decisions the desire is to give children and young people every opportunity to express their views and for those to be taken into account.

When making decisions the desire is to work alongside parents as partners and for the views of parents to be listened to and taken into account. Every effort will be made to assist parents in understanding the work of the school in relation to SEND and letting them know about potential organisations who can provide independent advice.

The school desires to work effectively alongside all other public bodies in order to ensure that needs are met.

Appropriate resource will be made available for SEND in accordance with all other priorities and senior leaders and governors will regularly discuss SEND.

3. SUMMARY OF KEY RESPONSIBILITIES

3.1 Governors:

The Board of Governors must have regard to (and follow unless there is good reason not to) the SEND Code of Practice to:

- a.) Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs and Disabilities
- b.) Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- c.) Designate a teacher to be responsible for co-ordinating SEND provision – the SEND Co-ordinator, or SENDCo.
- d.) Inform parents/carers when they are making special educational provision for a child
- e.) Prepare an SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

3.2 Headteacher:

The Head has responsibility for the day-to-day management of all aspects of the schools work, including provision for children with special educational needs and disabilities. The Headteacher informs the governors on Special Educational Needs and Disabilities issues. The Headteacher will work closely with the SENDCo, who will work with the SEND governor with responsibility for SEND.

3.3 SENDCo:

In collaboration with the Headteacher and governors, the SENDCo will determine the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs and disabilities.

Through analysis and assessment of children’s needs, and by monitoring the quality of teaching and standards of pupils achievements and setting targets, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENDCo include:

- a.) Overseeing the day-to-day operation of the SEND policy
- b.) Co-ordinating provision for SEND pupils and reporting on progress
- c.) Advising on the graduated response to provide SEND support – Assess, Plan, Do, Review

- d.) Advising on the deployment of the schools delegated budget and other resources to meet pupils' needs effectively
- e.) Monitoring relevant SEND CPD for all staff
- f.) Overseeing the records of all children with special educational needs and disabilities and ensuring they are up to date
- g.) Liaising with parents/carers of children with special educational needs and disabilities
- h.) Contributing to the in-service training of staff
- i.) Being a point of contact with external agencies, especially the local authority and its support services
- j.) Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- k.) Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth and enhanced transition is planned
- l.) Monitoring the impact of interventions provided for pupils with SEND
- m.) To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- n.) Working with the Headteacher and the governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

3.4 All Teaching and Non-teaching staff:

All staff are aware of the school's SEND policy and the procedures for identifying, accessing and making provision for pupils with special educational needs and disabilities.

Class teachers are fully involved in providing quality first class teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND.

Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out clear analysis of the pupils needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.

Cover supervisors, HLTA's and Teaching Assistants will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, and review).

4. KEY POINTS FROM THE CODE OF PRACTICE

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for the pupil. 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 them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

There are four broad categories of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory

4.1 *Communication and Interaction:*

Children with Speech, Language and Communication Needs (**SLCN**) have 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 because they do not understand or use social rules of communication.

The profile of every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with Autism Spectrum Disorder (**ASD**) including Asperger's Syndrome and Autism 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.

Communication and interaction needs could include difficulties with:

- producing or responding to expressive or receptive language
- uttering speech sounds
- understanding spoken and other communications from others
- understanding age-related social conventions of interaction, such as turn taking during conversations or appropriate level of physical contact during play

4.2 *Cognition and Learning:*

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts.

Learning difficulties can cover a wide range of needs, including Moderate Learning Difficulties (**MLD**), Severe Learning Difficulties (**SLD**) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to Profound and Multiple Learning Difficulties (**PMLD**), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Learning needs may be in addition to or as a result of other special educational needs. Children may have a Specific Learning Difficulty (**SpLD**) related to one or more of the following conditions: Dyslexia (reading and spelling), Dyscalculia (maths), Dyspraxia (co-ordination) and Dysgraphia (writing).

Cognition and learning needs could include difficulties with:

- reading, writing and spelling
- numerosity
- comprehension

- processing difficulties, such as sequencing, inference, coherence and elaboration
- working memory
- short term verbal memory
- other types of executive function difficulties

4.3 Social, Emotional and Mental Health:

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 as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

A child's behaviour is perceived as a communication about the child's state of mind and may be caused by a variety of factors such as:

- anxiety
- sensory overload
- anger, including anger about pervasive life situation or undisclosed difficulties
- response to trauma or attachment difficulties
- response to the wrong level of challenge in lessons
- grief
- physical pain or discomfort, such as hunger
- underlying mental health problems
- undisclosed physical, mental/emotional or sexual abuse

4.4 Sensory and/or Physical Needs:

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with Vision Impairments (**VI**), Hearing Impairments (**HI**) or a Multi-Sensory Impairment (**MSI**) sometimes referred to as Deafblind, will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a Physical Disability (**PD**) require additional ongoing support and equipment to access all the opportunities available to their peers.

Physical and sensory needs cover a wide range of medical conditions in addition to those mentioned above. Some children with physical disabilities may be very cognitively able which is why support must be tailored to a person-centred needs analysis of each child's needs and preferences taking into account the views of children and their families.

5. SOME PRACTICAL POINTS

The duties described above apply at all times and they must be actively considered when making decisions. The following are designed to be examples only:

- a.) If a pupil has special educational needs and is routinely subject of discipline, then consideration should be given as to whether or not they require any adaptation to the school disciplinary policy or if further investigation of their needs is required
- b.) If a pupil because of their disability is unable to access a particular aspect of the curriculum, then it is important to proactively consider what adjustments can be made
- c.) It is very important to consider that school trips are properly accessible by pupils with a disability
- d.) Staff/volunteers needs to know and understand this policy
- e.) If a pupil/member of staff is undergoing gender transition, particular care and sensitivity will be required

Most of the time, applying this policy will be consistent with good professional practice. However, if there are any questions or concerns about any aspect of this policy, advice should be sought from a senior leader.

6. OTHER FACTORS TO CONSIDER

The Equality Act 2010 is part of a number of legal duties which schools need to follow. The duties under the Equality Act 2010 will complement other duties such as the Public Sector Equality duty set out above but also the Human Rights Act 1998 and there is a separate policy in respect of this.

7. MONITORING AND COMPLIANCE

The school will regularly monitor and provide updates on this policy as necessary.

APPENDIX

DEVON LOCAL OFFER

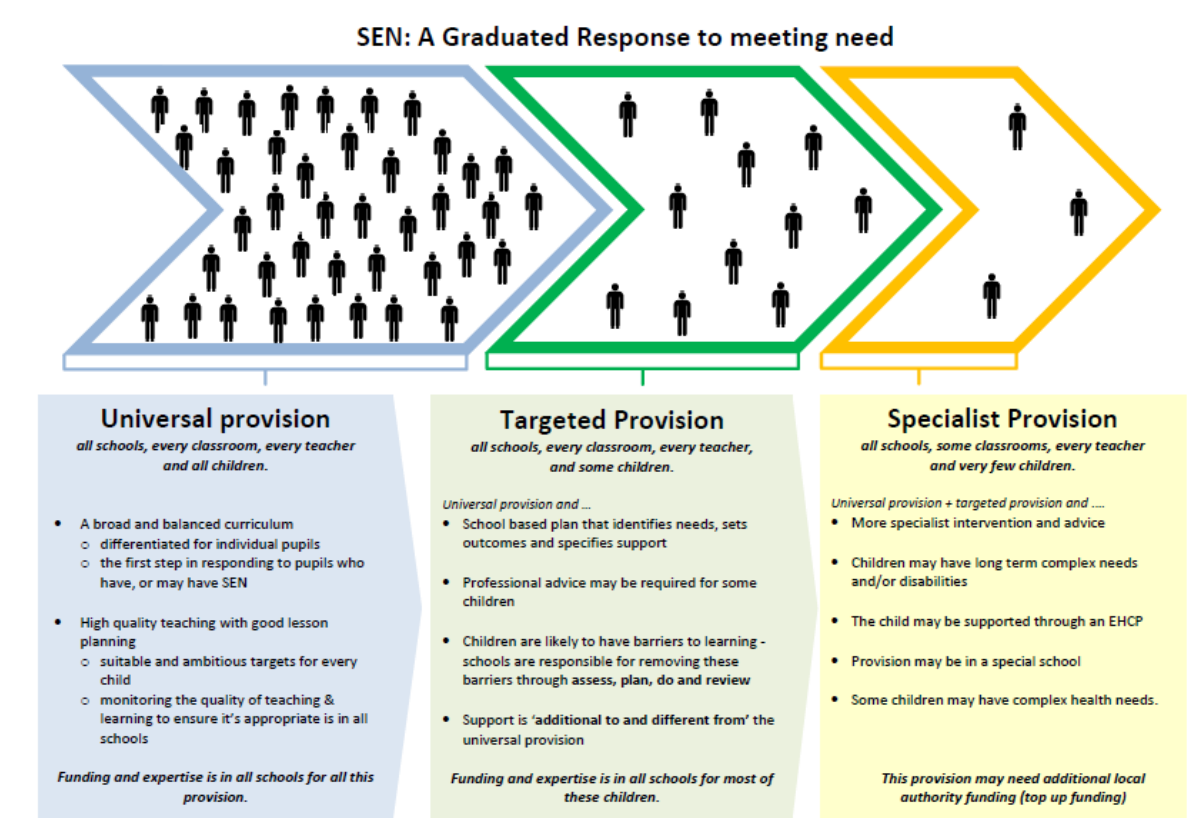
<https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

TORBAY LOCAL OFFER

<https://www.torbay.gov.uk/schools-and-learning/send/local-offer/>

GRADUATED RESPONSE DOCUMENTS

<https://www.babcockldp.co.uk/disadvantaged-vulnerable-learners/send/devon-graduated-response>





SEND JOURNEY PATHWAY

Not all children requiring additional help and support have SEND. Children requiring SEND support have significantly greater difficulties than that of their peers and require provision that is additional to and different from that of others.

All pupils' progress, attainment and achievement is monitored closely by the class teachers and support staff and their needs are responded to immediately through feedback. This feeds into the cycle of planning and evaluation. At Berry Pomeroy we follow the journey pathway seen below.

START: Area of need observed in child

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Universal
(Quality First Teaching)

Area of need identified via the Devon Graduated Response Tool (DGRT) – QUICKCHECKER (EYFS, KS1, KS2)

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health
- Sensory & Physical

Assess using the DGRT SEND INDICATORS for the area of need highlighted.

Adjustments made for high quality teaching at area of targeted weakness using the DGRT UNIVERSAL PROVISION CHECKLIST.

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If child is a lower attainer (WT 5) or is making little/no progress, add to class CATCH UP PROVISION MAP. Child's progress is monitored by class teacher/TA over one term. Gather evidence.

Is the child making progress?

Yes—Remain at this stage
No

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Targeted
(Additional to/Different from Interventions)

Refer to SENDCo.

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Meeting with class teacher, parents/carers & child to create STRATEGIES SHEET using DGRT TARGETED PROVISION BANK.

Discuss possible referral to external agencies if needed (in which case, make referral).

Child added to MONITORING WATCHLIST.
Child's progress is monitored by class teacher/TA over 6-8 weeks/one half term. Gather evidence.

Is the child making progress?

Yes—Remain at this stage
No

↓

Targeted
(Additional to/Different from Interventions)

ILP created with relevant teaching staff and parents/carers. Pupil Passport created by child with support. Plans reviewed by SENDCo. Child moved to SEND REGISTER.

Child's progress is monitored by class teacher and SENDCo over one term. Gather evidence.

(ILP used as a working document, targets updated as/when needed. All intervention with pupil must be)

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ILP progress review meeting with relevant teaching staff, parents/carers and child. Updated ILPs reviewed by SENDCo.

Child's progress is monitored by class teacher and SENDCo over three terms.
(Formal review at least 3 times a year).

Is the child making progress?

Yes—Remain at this stage
No—See Specialist Provision



SEND JOURNEY PATHWAY

Sometimes pupils with SEND have more complex needs where they require specialist provision.

If despite universal and targeted provision your child needs further or more specialist input, the school or you can recommend and request that the Local Authority makes a statutory assessment for an Education Health Care Plan (EHCP). This is a legal process and you can find the full details about this in the Local Authorities Local Offer (depending upon where you live this will either be through Devon or Torbay).

This occurs where the complexity of need or a lack of clarity around the needs of your child are such that a multi-agency approach to assessing that need to plan provision and identify resources is needed.

Specialist Provision

Information and evidence is gathered and an application is made for a Request for Statutory Assessment (RSA) from the Local Authority (LA).

(Evidence of sufficient use of the graduated approach must be gained. Reports from numerous professionals are required—There is no guarantee that an EHCP will be granted)

While waiting for an RSA or EHCP if a p/t timetable is needed, parents/carers must agree and an Annex R completed/submitted.

Was an EHCP

granted?

No—Go back to targeted provision, implementing Needs Assessment advice

Yes

Specialist Provision

If an EHCP application is successful then the outcomes from Section F are reviewed once a year in an Annual Review (AR) with the SENDCo, relevant staff, relevant professionals, parents/carers and child.

An ILP will stay in place to ensure provision and short-term targets are in place and will be reviewed 3 times a year, guided by professionals input

Child's progress is monitored by class teacher and SENDCo over time.

More information about the way in which we support pupils with Special Educational Needs and Disabilities (SEND) can be found in our SEND Information Report. You will also find links to our local offer and contact details for support services that may be useful.

SEND GLOSSARY

TERM	DEFINITION
<i>Types of SEN</i>	
SEND	Special Educational Needs and Disability. A pupil has SEND if they need special educational provision due to a learning difficulty or disability (see special educational provision).
Areas of Need	Four broad categories used to describe a pupils SEND. They are: <ul style="list-style-type: none"> - Communication and Interaction - Cognition and Learning - Social, Emotional and Mental Health Needs - Sensory and/or Physical Needs
ASD	Autistic Spectrum Disorder.
MLD	Moderate Learning Difficulties.
PMLD	Profound and Multiple Learning Difficulties.
SEMH	Social, Emotional and Mental Health Difficulties.
SLCN	Speech and Language Communication Needs.
SLD	Severe Learning Difficulties. Can also refer to Speech and Language Difficulties.
SpLD	Specific Learning Difficulties e.g Dyslexia, Dyscalculia, Dyspraxia.
<i>Assessments, plans and provision</i>	
Annual Review	A review of a pupil's EHC plan carried out by the local authority at least every 12 months.
Assessment	Or 'EHC needs assessment' or 'RSA', request for statutory assessment. An initial assessment, carried out by the local authority, which decides whether a child or young person needs an EHC plan. Can be requested by parents, young people or schools.
EHC Plan	Education Health and Care Plan. A statutory document drawn up by the local authority, setting out the education, health and social care support to be provided to a child or young person with SEN or a disability.
Graduated Approach/Response	A four part cycle for assessing, planning, delivering and reviewing provision for pupils with SEND.
ILP	Individualised Learning Plan or 'IEP', Individualised Education Plan. See 'school based plans'.
SALT	Speech and Language Therapy, sometimes speech and language therapist.
School Based Plans	Non-statutory documents that set out school based support and interventions for a pupil with SEND. They can be called a variety of names: ILPs or IEP's IBP (Individualised Behaviour Plan) SEND support plans Pupil passports/one page profiles

SEND Support	An overall term that refers to the support given to pupils who need special educational provision but don't have EHC plans. Replaced the previous categories of support which were School Action (SA) and School Action Plus (SA+).
SEND Resource Base	Specialist provision within a mainstream school, also known as an SEND unit or specialist resource base, such as nurture provision.
Sensory Room	A space which uses special lighting, music, and objects to create a calm environment or develop certain senses. Often as a therapy for pupils with limited communication.
Specialist Educational Provision	Provision to help pupils with SEN or disabilities access the curriculum that is different from or additional to the provision available to pupils of the same age.
Key Terms	
Special School	A school that is specifically organised to make special educational provision for pupils with SEND.
Statement	The predecessor to EHC Plans. A statutory document drawn up by the local authority describing the provision for a child or young person with SEN who is still at school. They were meant to have been fully replaced by EHC plans by April 2018, but some pupils still haven't been transferred yet.
Transition Planning	Preparation for moves between phases of education or for adult life.
CDG	Clinical Commissioning Group. A group of NHS professionals which is responsible for planning and arranging the delivery of healthcare provision for people in its area.
Disagreement resolution	A service for resolving disagreements about provision between parents or young people and other bodies, commissioned by the local authority. Available to all children and young people with SEND, not just those with EHC plans.
LA	Local authority.
Local Offer	Sets out information about provision that the local authority expects to be available in its area for children and young people with SEND. Published by the LA.
Mediation	A form of disagreement resolution for parents and young people considering appealing decisions about EHC needs assessments and plans at the tribunal.
Outcome	Describes the difference that will be made to an individual as a result of special educational and other provision. Must be Specific, Measureable, Achievable, Realistic and Time bound (SMART).
SEN Information Report	A document that must be published on the school website and updated annually, setting out the schools provision for pupils with SEN. It must be easily accessible by young people and parents, and set out in clear straightforward language.
SEND Policy	Sets out the vision, values and aims of the schools SEND arrangements. Does not have to be a standalone document.
SENDCo	Special Educational Needs Co-ordinator. The person in a school responsible for co-ordinating provision for pupils with SEND.
SEND Code of Practice	Statutory guidance setting out the duties and responsibilities of organisations, including schools, in relation to children and young people with SEND.

Top up funding	Additional funding available from the local authority for pupils with high needs, i.e those whose educational provision costs more than £10,000 per year.
Tribunal	An independent body that determines appeals by parents or young people against local authority decisions on EHC needs assessments and EHC Plans, as well as claims of disability discrimination.