



Eversholt Lower School

SEND Policy and Procedures

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Eversholt Academy Trust is committed to providing and delivering high quality education. We believe that all children, including those identified as having special educational needs, are entitled to a broad and balanced academic and social curriculum which is accessible to them. They also have the right to be fully included in all aspects of school life.

This policy describes the way we meet the needs of children who experience barriers to their learning. These barriers may be related to a sensory or physical impairment, cognitive learning difficulties, communication and interaction, or emotional and social development, which affects the learning environment they experience in school. We recognise that pupils learn at different rates and that there are many factors affecting achievement; including ability, emotional state, age and maturity. We believe that some pupils may need help and further support throughout their time in school, whilst others may need a little extra support for a short period to help them overcome more temporary needs. If all pupils are to achieve their full potential, we must recognise and understand these individual needs and plan accordingly.

Eversholt aims to provide all pupils with strategies for dealing with their learning needs in a supportive environment. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse individual learning needs.

We believe that all children should be equally valued in school by those who attend and work there. We will strive to eliminate prejudice and discrimination, and develop an environment where all children can flourish and feel safe. We aim to create a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We will develop cultures, policies and practices that include all learners by responding to them in ways which take into account their varied life experiences and individual styles, needs and speed of learning. We believe that educational inclusion is about equal opportunities for all learners; whatever their age, gender, ethnicity, impairments, attainment and background.

This policy has been written with reference to:

- LA guidelines and the DfE SEND Code of Practice 0-25 (July 2014, Special Educational Needs and Disabilities)
- Equality Act 2010
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy and Accessibility Plan

Definition of Special Education Needs and Disability - SEND

Special Educational Needs and Code of Practice: 0-25 (2014)

A child or young person has SEND if they have:

- A learning difficulty or disability which calls for special educational provision to be made for him or her
- Significantly greater difficulty in learning than the majority of others at the same age
- A disability that prevents or hinders them from making use of educational facilities.

Categories of SEND

In order to provide the most appropriate and effective level of support for children who are identified as having SEND, our first step is to try and identify the highest area of need for an individual child.

The categories of SEND need are:

- Cognition & Learning (a child may think or process information differently to most other children)
- Social, Emotional & Mental health
- Communication & Interaction
- Sensory and or physical needs

Disabled children and young people

Many children and young people who have SEND 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.

Children and young people with such conditions do not necessarily have SEND, but there is significant overlap between disabled children and young people and those with SEND.

INTENT

We aim to:

- Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.
- Ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs or disabilities.
- Ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and adapted, and demonstrates coherence and progression in learning.
- Identify the roles and responsibilities of staff in providing for children's special educational need.
- Continually monitor the progress of all pupils, to identify needs as they arise and to target support as early as possible. Identify, assess, plan, carry out activities and regularly review pupils' progress and needs (assess, plan, do, review)
- Provide full access to the curriculum through adapted planning by class teachers, SENDCo and support staff as appropriate.
(Except where disapplication, arising from an EHCP occurs. Disapplication is very rare, and we aim to offer the full curriculum to all our pupils)
- Provide specific input matched to individual needs using a graduated approach to those pupils recorded as having additional support needs; including the use of outside services when required.
- Ensure that pupils with additional needs are perceived positively by all members of the school community, and that additional needs and inclusive provision is positively valued and accessed by staff and parents/carers.
- Enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of middle school life and learning.
- Involve parents/carers at every stage in planning and supporting to meet their child's additional needs
- Involve the children themselves in planning and in any decision making that affects them.
- Promote individual confidence and a positive attitude
- Work collaboratively with other professionals and support services
- Ensure safeguarding, in accordance with current KSCIE documentation, is at the forefront of our work with our SEND pupils (See Child Protection and Safeguarding policy)

Inclusion

Through appropriate curricular provision, we respect the fact that children;

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Planning for children's full participations in learning and in physical and practical activities.
- Helping to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Producing Pupil Passports and IEPs (Individual Educational Plans) to support children with identified needs.

A Graduated Response to SEND

All of the children at Eversholt are assessed against a set of skills and learning objectives which enables teachers to track the next steps for learning. This ensures that progress is maximised regularly for each individual and shows clearly which areas of learning need additional support. Pupil progress meetings are held between the class teacher and the Head teacher every half term, if either have any concerns regarding a child's progress they will discuss a plan of action. Eversholt follows the Assess, Plan, Do and Review approach which is ongoing.

All staff have a responsibility for identifying students with Special Educational and Disability Needs, as early as possible.

Early identification

Class teachers monitor children's progress at regular intervals and if they have any concerns regarding a child they will record their concerns and pass the information on to the schools SENDCo and Head teacher.

These children are then monitored closely and will be observed in their class environment by the class teacher. At this stage a Pupil Passport may be completed, naming any strategies used. The triggers for drawing up a Pupil Passport could be the teacher's or parent's concerns around the following areas:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy and mathematics skills, which result in poor attainment in some curriculum areas.
- Present persistent emotional or behavioural difficulties.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has a communication and/or interaction difficulty.

If the class teacher is still concerned after a period of monitoring a decision will be made, in conjunction with the SENDCo and Head teacher about whether the child needs to go on the SEND register. A formal meeting will be held with the child's parents/carers to discuss the child's needs. An IEP (Individual Educational Plan) will be implemented to give specific tasks for the class teacher and teaching assistant to work on with the child. The child will be entered on the SEND register and the class teacher must include the IEP in the SEND file. Evidence of intervention must be kept and outcomes reviewed once a term.

External support

External support is sought if the school feel that further expertise is required. Up to date information about the pupil, including all previous interventions, will be required. External support services, both provided by the LA and by outside agencies, will usually see the child. The child will be observed in school so that teachers can be given advice on SEND support outcomes and accompanying strategies. The triggers for external support:

- Continues to make little or no progress in specific areas over a long period.
- Continues working within the National Curriculum substantially below the expected level.

- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or social difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management plan.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Interventions put in place have had little or no impact on learning or progress.
- Within the EYFS this would be Physical Development, Personal, Social and Emotional Development and Communication and Language.

Progression to Statutory Assessment (EHCP)

If after advice from the EP or other professionals the school and parents consider that help is needed from outside the school's resources, the SENDCo completes documentation requesting Statutory Assessment by the Authority. Papers are forwarded to the Case officer for the school, who together with the panel will decide whether to proceed with Statutory Assessment.

Should the panel decide against Statutory Assessment it is then up to the school to look again at the IEP and to formulate new strategies and SEND support outcomes.

If the panel agrees to proceed with Statutory Assessment the SENDCo prepares further documentation which is sent to the Special Needs Section together with documents prepared by other involved professionals. An Educational Health and Care Plan (EHCP) is completed. The class teacher, together with the SENDCo, is then responsible for drawing up an IEP to meet the objectives set out in the EHCP.

All relevant documentation must be kept in the SEND file and the EHCP must be formally reviewed annually, chaired by the SENDCo. If there are concerns about the progress or behaviour of a pupil with an EHCP then an Annual Review can be held at any time during the year (interim review) and more than one can be held in the course of a year. In the unfortunate event of a pupil with an EHCP facing permanent exclusion an Annual Review MUST be held at the earliest opportunity prior to the exclusion meeting.

Monitoring and Evaluation

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice by the SENDCo and subject leaders
- Analysis of pupil tracking data and test results for individual pupils and for cohorts
- Value-added data for pupils on the SEND register
- Monitoring of procedures and practice by the SEND Governor.
- The school self-evaluation systems are used to monitor provision in the school
- Visits from LA personnel and Ofsted inspection arrangements
- Feedback from parents/carers and staff, both formal and informal, following meetings to produce support plans and targets, revise provision and celebrate successes involved in supporting teachers in drawing up Pupil Passports and IEPs for children.
- Pupil Passports and IEPs must be reviewed three times a year. Outcomes that have been met must be ticked off and new outcomes set. Clear evidence must be kept in each child's file in order to support progress made and to be used for the drawing up of an EHCP, if needed.
- Meetings with the Head teacher regularly to review the work of the school in this area.
- The SENCO and Governor review this policy annually and considers any amendments in light of the annual review findings and any new legislation.
- The SENCO attends a SEND cluster meeting once a term to discuss monitoring and evaluation strategies.

Roles and Responsibilities of head teacher, Other Staff and Governors

Provision for children with special educational needs and disabilities (SEND) is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The Board of Governors in co-operation with the head teacher has a legal responsibility for determining the policy and provision for pupils with SEND.

The Board of Governors will ensure that:

- The legal framework and relevant guidance documents are implemented effectively across the school.
- The implementation of this policy and the effects of inclusion policies on the school as a whole are monitored
- The necessary provision is made for any pupil with SEND
- Pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- They have regard to the requirements of the SEND Code of Practice (2014 and updated November 2015)
- They are fully informed about SEND issues, so that they can play a major part in school self-review
- The Governor responsible for SEND should attend termly meetings with the SENDCo and present a report to the full Governing Body.
- The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs.
- The Governors ensure that all teachers are aware of the importance of providing for these children. They consult with the LA and other schools, when appropriate and report annually to parents/carers on the success of the school's policy for children with special educational needs and disabilities.
- The Governing Body has decided that children with special educational needs will be admitted to the school and included in line with the schools agreed admissions policy.
- They guide parents/carers to the Central Bedfordshire Local Offer.

The head teacher has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with SEND
- Keeping the Board of Governors informed about SEND issues
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to Governors
- They set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- The quality of SEND provision is regularly monitored and the school as a whole is involved in the development and monitoring of this policy.
- Ensuring that detailed assessments and observations of pupils with specific learning problems is carried out
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. Class-based assessments/records, end of year assessments and SATs
- The necessary provision is made for any pupil with SEND

The special educational needs and disability co-ordinator (SENDCo) is responsible for:

- Overseeing the day-to-day operation of this policy
- Ensuring that an agreed, consistent approach is adopted
- Helping staff to identify pupils with SEND
- Co-ordinating the provision for pupils with SEND
- Supporting class teachers in devising strategies, drawing up Pupil Passports and IEPs, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom

- Ensuring close liaison with parents/carers of pupils with SEND is in place, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- The necessary provision is made for any pupil with SEND
- Maintaining the school's SEND register and records
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. Class-based assessments/records, end of year assessments and SATs
- Contributing to the in-service training of staff
- Managing learning support staff/teaching assistants
- Ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues.
- Liaising with the SENDCo's in receiving schools/and or other lower/primary schools to help provide a smooth transition from one school to the other
- Guiding parents to the Central Bedfordshire Local Offer.

Class teachers are responsible for:

- Including pupils with SEND in the classroom, and for providing appropriate scaffolding. They can draw on the SENDCo for advice on assessment and strategies to support inclusion
- Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND as well as the Local offer
- Giving feedback to parents of pupils with send on a regular basis
- Writing Pupil Passports and IEPs for the children in their class
- Ensuring necessary provision is made for any pupil with SEND (adaptive learning)
- Liaising with the SENDCos in receiving schools/and or other lower/primary schools to help provide a smooth transition from one school to the other
- Collecting evidence for referrals and EHC plans

Learning support staff/teaching assistants should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND through consultation with class teachers
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies
- Be fully aware of the support plans and provision maps for children in the class where they are based
- An awareness and understanding of this policy.
- Support with intervention programs for children with SEND

Allocation and Resources

The SENDCo and head teacher are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs.

The head teacher informs the Governing Body of how the funding allocated to support Special Educational needs has been employed.

The head teacher and the SENDCo will meet termly to agree on how to use funds directly related to statements and assesses and monitor the children's progress in line with existing school practices.

Partnership with parents

The school website contains details of our policy for SEN needs and disability needs and the arrangements made for these children in our school. A named governor takes an interest in special needs and is always willing to assist the SENDCo in supporting the parents and will conduct a Governor visit and meet with the SENDCo.

In accordance with the Children's and Families Act 2014 the school, at all stages of the special educational needs process, keeps parents fully informed and involved.

- We take account of the wishes, feelings and knowledge of parents/carers at all stages.
- We encourage parents/carers to make an active contribution to their child's education.
- We have regular meetings with parents/carers each term to share the progress of children with special educational needs, we involve parents/carers in decision making process.

- We inform parents/carers of any outside intervention and we share the process of decision making by providing clear information relating to the education of children with special educational needs.
- Parents/carers who have children who are new to IEP's will be invited to a meeting to discuss the content.

Transition

In the Summer term prior to pupils moving up the SENDCo will ensure a meeting takes place between relevant teachers. Records will be shared with other schools should the child transition to a different lower school.

As pupils on the SEND register progress to middle school the SENDCo will liaise with the various receiving schools. This will include looking at the IEP and a meeting with the parents and teachers. Where children have an EHCP there will be opportunities to visit the receiving school and for more in-depth discussion.

Local offer

The Local Offer is a directory of the offer that the Local Authority (CBC) makes available for children and young people and their families in Central Bedfordshire.

It can be accessed on the CBC website:

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>

This offer sets out in one place what support and services are available for Children and Young People with Special Educational Needs and Disabilities (SEND). The information will include how to access services and organisations for Children and Young People with SEND from birth to 25 years.

This Local Offer has been designed and developed by a range of professionals from both Children's and Adult services including

- Education
- Health
- Social care
- Special Needs Action Panel (SNAP) Central Bedfordshire's Parent Forum
- Voluntary and community groups.

The Local Offer includes information on services that are available to support children and young people with Special Educational Needs and/or Disability (SEND) from birth to 25 including:

- Education services (Early Years providers, schools, colleges and training)
- Health services
- Social care services
- Eligibility for specialist services
- How to obtain an education, health and care plan and the process
- Preparing for adulthood
- Leisure and recreation opportunities
- Arrangements for transport and travel
- Sources of information and support in the area
- Childcare, including suitable provision for disabled children and those with SEND arrangements for resolving disagreements and mediation and how to make a complaint.

The school will direct parents and carers to the local offer via the school website and will also publish the school's reports to Governors and the school's own offer to children and parents of children with SEND needs.

Arrangements for Complaints

Should pupils or parents/carers be unhappy with any aspect of provision for their children they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should contact the office to arrange a meeting with the SENDCo and/or head teacher.

In the event of a formal complaint parents should follow the procedure in the school's Complaints Policy.

