

SEND Policy



November 2024

To be reviewed November 2025

Introduction

This policy has been written by the SENDCo of Old Clee Primary Academy. It has been developed jointly with senior leaders and the Governing body.

This policy document is a statement of the aims, responsibilities and strategies we have agreed, to ensure the effective and efficient provision for children with SEND. It takes into account the Education Act (1996, 2002), the Special Needs and Disability Act (2001), the Equality Act (2010), the Children and Family Act (2014), statutory guidance on Supporting Pupils at School with Medical Conditions (2014), The 0-25 Special Educational Needs and Disability Code of Practice (2015), The Special Educational Needs and Disability Regulations (2014), GDPR (2018) and Keeping Children Safe in Education (2024)

Our SENDCo at Old Clee Primary Academy is Mrs. L. Mills, SENDCo support is Mrs. J. Maloney

Aims and Values

All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full, no matter the learning or additional needs of the child. At Old Clee Primary Academy, we endeavour to:

- Ensure the necessary provision is made for any pupil who has SEND, considering them within the wider context of inclusion.
- Maintain high expectations for all pupils, including those with SEND.
- Ensure that teachers in the academy are aware of the importance of identifying and providing for, those pupils who have SEND.
- Ensure that the culture in the academy is such that a pupil with SEND is socially included in all activities of the school and receives a balanced and broad curriculum, promoting the highest level of achievement.
- Have regard to all relevant policy and legislation in the decisions made.
- Identify at the earliest opportunity all children who need special consideration to support their physical, sensory, emotional, communication or cognitive development.
- Use the procedures outlined in the 0-25 Special Educational Needs and Disability Code of Practice (2015) to identify, assess and make provision for pupils with SEND.
- Consider parents/carers and pupils as central to effective provision, nurturing a positive partnership of support.
- Strive to provide the best setting we can to meet the needs of children with SEND, continually monitoring and evaluating the site and resources in order to effect improvements.
- Work closely with external agencies when necessary and appropriate, in order to ensure that pupils and their families have access to all available, necessary and relevant support.

Definition of Special Educational Needs

According to The 0-25 Special Educational Needs and Disability Code of Practice (2015), a child of compulsory school age or a young person is understood as having a learning difficulty or disability if they,

- Have a significantly greater difficulty in learning than the majority of others of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

These difficulties are considered to fall into one or more of the following categories:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs.

The Role of the SENDCo

The SENDCo co-ordinates, manages and reviews the provision for pupils with SEND.

Please refer to the SEND Information Report for the responsibilities of the class teacher, SENDCo, Head Teacher and Governing Body.

Parent Partnership

At Old Clee Primary Academy, we aim to promote a partnership with parents. We will do this through,

- Involving parents as soon as concerns are raised
- Ensuring all parents are made aware of the arrangements supporting their child including the opportunities for meetings between parents and SENDCo both formally at Parent's Evenings and informally, by agreement. Please note not all meetings may be able to take place face to face and may have to be conducted using remote technologies or via phone calls.
- Supporting parents' understanding of relevant legislation, including but not limited to the 0-25 Special Education Needs and Disability Code of Practice (2015), and other external agency advice and support.
- Undertaking annual reviews for children with EHCPs.

In order for relevant professionals within the academy to fully understand a child's needs and to provide appropriate support, we encourage parents to share information about their child with the

SENDCo at the earliest opportunity. This could include information from Health Visitors, School Nurses, Paediatrician and other health related professionals. It is also useful to know if a child is in receipt of Disability Living Allowance so that we are aware of a wider range of needs outside of an academic setting.

Academy aims

The Academy aims to ensure that the curriculum, site and facilities are fully accessible to children with learning support needs. In the light of evidence about a child's particular needs, provision can include:

- Improving access as far as is reasonable through physical changes to the Academy buildings and by providing extra resources.
- Reasonable adjustments and adaptations made to support the child and to ensure effective classroom management and resources are available to meet the individual's needs. Also to include considerations taken for statutory assessments and planning of educational visits.
- Ongoing consultation with parents and pupil
- Developing and maintaining links with support agencies, other mainstream schools and special schools through visits, membership of professional bodies, etc.
- Alerting all teachers and support staff to the child's needs and providing appropriate training and literature.
- Helping the child develop appropriate practices for taking down and recording information, eg: using a laptop or providing a scribe if required.
- Providing alternative sources of information to support learning.

Confidentiality

Our work with families and children will sometimes bring us into contact with confidential information. To ensure that all those working at Old Clee Primary Academy can do so with confidence, we will respect confidentiality and privacy in line with GDPR guidance as set out in 2018.

Equality

Equality for all is central to our values at Old Clee Primary Academy, as such references to the Equality Act 2010 are included in other academy policies such as safeguarding, behaviour, our Equality Statement and our Disability Scheme and Accessibility policy.

Our Graduated Approach

If a class teacher has a concern about a child's progress and attainment they will gather the child's views about how they feel at school, discuss any concerns with parents/carers and will make outcomes/targets that they would like the child to focus on in order to 'fill the gaps'. A list of strategies they will use to help the child achieve these outcomes will be noted. If concerns remain, the class teacher will complete an SEND concern form. This will be sent to the SENCO and contain details of any teacher and parental concerns, what strategies have been tried and impact of this. The SENCO will then observe the pupil and look in their workbooks. Further strategies and advice will be given. This will be reviewed after a term. This is called a 'Plan, Do, Review,' Cycle one (monitoring). The SENDCo can provide advice to the teacher at this point and discuss any initial concerns with parents/carers however this is after the teacher has had the conversation with them about their concerns and it will remain the responsibility of the class teacher to provide the initial support and provision for the child.

The class teacher and parents/carers will review how the child is getting on in terms of progress made towards targets set and more generic attainment and progress measures. If the child is now making progress, the interventions set up by the class teacher continue or cease and the child will not need to be monitored more than any other child. If the child is still not making progress, the class teacher will have a discussion with the school's SENDCo about the possibility of including the child to the School Support (SEND) register and advising the class teacher on additional support they could use and adaptations that may need to be made.

The class teacher will then have a further discussion with parents again to agree the next steps and write an ILP Individual Learning Plan, this becomes part of Cycle two. The SENDCo is involved in this process where needed. Parents must give consent for the child to receive support at this cycle or above.

If after a period of further review the child is still not making progress and the class teacher and SENDCo feel that the child is in need of additional outside professional support, the SENDCo will liaise with the class teacher and parents/carers regarding making a referral to the appropriate agency. Please note that external agencies have their own criteria for supporting children and thresholds that the referral must meet in order for the relevant agency to provide support. The SENCO is responsible for making referrals and parents/carers need to give their consent for a referral to be made. If a referral is successful, class teachers are responsible for using the strategies suggested in the classroom to enable progress and parents/carers will be expected to follow any strategies that can be used within the home. If a child receives support from an external agency this is classed as Cycle three. Review meetings will take place during this cycle, teachers and parent/carers are expected to contribute to this process. If a referral is not successful, the SENDCo will explore other strategies to support the child and re-refer if necessary to the original agency or signpost to an alternative provider.

Following periods of review with the external agency/agencies at cycle three, if the child is still not making progress, there may be a need to engage the services of an Educational Psychologist. This is something that the academy commissions and involvement of an Educational Psychologist is usually for children with higher incidents of SEN/more complex needs. Again, parents/carers need to consent to this support and along with teachers will need to take notice of any advice and strategies suggested in order to support the child. A review meeting will be held with the psychologist to assess any next steps for the child. Involvement of the Educational Psychologist is regarded as Cycle four.

Education and Health Care Plans

Where a child continues to demonstrate significant cause for concern, or when multiple agencies are involved or required, an application may be made to the Local Authority for an Education Health Care Plan (EHCP). A request is made to the Local Authority to provide additional support (through funding) for the child. This process is done in partnership with the child, parent/carers and any other agency involved with the child. Although parental requests can be made directly to the Local Authority, the SENDCo is normally responsible for requesting the statutory assessment and ensuring that the local authority have all relevant information submitted on the EHCP hub. This is a 20 week process following submission of the request.

If the child is issued with an Educational Health and Care Plan (EHCP) and the child is named in the plan as attending Old Clee Primary Academy, the EHCP will establish the specific needs of the child and provisions required to meet pupil need. The head teacher has joint responsibility with the local authority to ensure outcomes within the plan are supported and reviewed annually with parents/carers, class teacher and any agencies involved with the child. The SENDCo will then submit documentation from the review process via the Local Authority EHCP hub in accordance with statutory time frames as outlined in the SEND Code of Practice.

Factors that may be a barrier to learning that are not defined under SEND

There are other factors that can impact on a child's progress and attainment, as such these are not considered under the definition of SEND. These include issues with attendance and punctuality, health and welfare, English as an additional language, being in receipt of a pupil premium grant, being a looked after child and being the child of a serviceman/woman. Old Clee Primary Academy also recognises that at times children can display poor behaviour in school and this can be in response to a need, which as a team we will seek to identify and provide appropriate support. Our behaviour lead works as part of the pastoral team to support children with such difficulties. Some children may experience more significant difficulties relating to social emotional and mental health, such needs do fall under the SEND category and pupils will be supported accordingly across our pastoral team.

SEND and safeguarding

All staff members at Old Clee Primary Academy receive regular training relating to safeguarding and are kept up to date with latest policies and guidance from the Department for Education. Key information from Keeping Children Safe in Education 2024 have been considered as part of our academy SEND policy,

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges, this is reflected in the academy safeguarding policy. All stakeholders are aware of the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include: • assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; • being more prone to peer group isolation than other children; • the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

In order to address these challenges the DSL and behaviour lead work as part of a pastoral team and are aware of any child with additional needs, the DSL is skilled in using a range of pastoral based methods and strategies to support communication difficulties. In order to address these

additional challenges, extra pastoral support for children with SEN and disabilities is available when required.

Our behaviour lead forms part of the academy pastoral team and works alongside the SENDCo and DSL. Our behaviour lead is responsible for overseeing pupil behaviour and creating any individual behaviour plans. Positive behaviour reinforcement and de-escalation techniques are always used to support pupils' to make the correct behaviour choices. In the event of reasonable force being necessary, the behaviour lead is aware of any SEND, medical needs and will respond to risks presented by incidents accordingly, any need to use reasonable force will be in line with academy behaviour policy and appropriate record keeping will be kept regarding this.

On occasions it may be appropriate for a pupil to receive education and support via an alternative provision provider. In such cases the academy continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. For the majority of cases, if a pupil is dual registered with our academy and an alternative provider, our academy will be deemed as the child's 'home' school and has joint responsibility with regards to safeguarding of the pupil. The DSL and behaviour lead will continue to visit the pupil in their alternative provision setting and maintain regular communication regarding the pupil. A system of checking attendance will be agreed upon by the home school and placement provider prior to the pupil starting the placement.

Medical needs and SEND

Some of our pupils with SEND may have temporary or permanent medical needs that require specific attention and care. The academy has designated staff that cater for such needs and where required pupils will have a medical health care plan. This is a plan drawn up between parents/carers and our health staff. This is then shared with appropriate staff. Our academy liaises with a range of external agencies to support a child's health needs and advice is followed. For children with an EHCP with any health needs, where appropriate this will form part of their EHCP plan. In conjunction with parents/carers and representative from the local education authority and health, this will be reviewed annually or earlier if significant changes to the plan is needed. Our academy follows guidance from Supporting Pupils at School with Medical Conditions (2014, updated 2017).

Complaints Procedure

We always strive to do our very best for every child however if as parents/carers you have any concerns regarding the provision made for your child/children, these should be addressed in the first instance to the class teacher. If parents need further advice they are welcome to arrange a meeting with the SENDCo. If you are still not satisfied that your concerns are being addressed, please follow the guidance in our separate complaints policy.

Ratification

Date ratified by the Governing Board: November 2024

Date of last review: November 2024

Next review date: November 2025

Signed by Chair of Governors: Richard Claridge

Date: 12/12/2024