



SEND POLICY

2022-2023

Effective Date: November 2011

Last Reviewed: September 2022

Reviewed by: Amy Alderton

Next Review Date: September 2023

RATIONALE

Provision is made for those students with special educational needs and disabilities (SEND) to ensure that they have equality of opportunity and aim to fulfil their potential. Special educational needs encompass those who have some of the following; cognition and learning needs, communication and interaction needs, social, emotional and mental health difficulties, sensory and/or physical needs. The school works in partnership with parents/carers and with other outside agencies to identify the needs, provide support and monitor the progress of all students.

AIMS

- To provide equal opportunities for students with SEND to access the curriculum, as far as is possible.
- To ensure that students with SEND are effectively identified, assessed, supported and monitored through timely planned intervention and progress reviewed.
- To provide opportunities for all students with SEND to work towards achieving their highest standard of attainment and maximise their potential.
- To ensure that all staff are aware of the need to provide high quality teaching to allow all students to learn effectively.

OBJECTIVES

- To advise and support departments in providing a differentiated and accessible curriculum which meets the needs of all students
- To identify the needs and monitor the progress of all students
- To ensure support and resources are deployed effectively to ensure all students' needs are met
- To develop and implement Personal Achievement Plans (PAPs), for all students with SEND
- To liaise with parents/carers regarding their child's progress
- To work effectively with outside agencies in order to meet the needs of individual students
- To ensure that students are fully involved in all aspects of school life
- To liaise with the SEND link governor and ensure governors are informed of all developments and their role to identify, plan, support and evaluate the school's SEN policy.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (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 (2014)
- Statutory Guidance on Supporting students at school with medical conditions April 2014 (plus updates)
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013 (plus updates)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- In consultation with the SEND Department, Senior Leadership Team and the Governing Body.

COORDINATION OF SEN PROVISION

The SENCO is the focal point for information on day-to-day issues relating to SEND. The SENCO is responsible for coordinating provision for students with SEND, ensuring liaison with parents/carers

and other professionals regarding students with SEND, managing other members of the SEND team and maintaining the SEND register and records of students with SEND.

There is close liaison between the teachers, SEDN team, senior leaders, and SENCO regarding the progress and evaluation of the performance of students with SEND. The SENCO reports directly to the Executive Principal (Miss Karen Hayward).

ADMISSIONS

The admission arrangements for students with SEND are set out in the school's Admissions Policy.

IDENTIFICATION, ASSESSMENT AND PROVISION FOR STUDENTS WITH SEND

Students with funding as a result of their Education Health Care Plan (EHCP) have this funding allocated in line with the requirements of their EHCP. Other students may be eligible for additional specialist support either through intervention or through support in class. Identification, planning and support for students with SEND is implemented using a graduated approach but there may be occasions where students access support without being identified on the SEND profile.

Students with SEND are identified through a number of routes:

- Through liaison with feeder schools/nurseries
- Through baseline testing of all students on entry to the school
- Through the school's internal examinations
- Through investigation of concerns raised by staff, parents/carers or the students themselves.

After identification of SEND a Personal Achievement Plan (PAP) will be drawn up to inform on differentiation for the student in the classroom. These are reviewed every term and input from staff, student and parents/carers is required at the review. Where adequate progress is not made through interventions within the school, additional support from outside the school's resources may be sought.

A dialogue is sought between the school and home and between the SENCO and staff to ensure that a full picture of the situation is achieved. The student will be involved in these meetings to ensure their voice is heard. Diagnostic tests may be used to help inform the decision making process.

For those with an EHCP there is an annual review of this. Where appropriate, agencies involved in the support of the student, other than those at Moggerhanger Primary School may be invited to contribute to the annual review process.

The school welcomes and encourages close home-school links and the SENCO seeks to make contact with parents to discuss any rising issues or concerns at an early stage. The SENCO will, where necessary, ask parents/carers to come into the school to discuss any concerns that staff may have.

Parents/carers are similarly welcome to request a meeting and are encouraged to share any concerns with the school.

The success of the SEND Department can be monitored by the progression of students with SEND, which can be evaluated in both regular tracking and assessment results.

GOVERNOR'S RESPONSIBILITY

There is a named governor for the SEND Department. The governor visits the school on a regular basis to meet to discuss progress and development within the department.

COMPLAINTS PROCEDURE

It is hoped that close home-school liaison will minimise the need for complaints. If, however, there is a cause for complaint then it will be dealt with in line with the school's complaints procedure.

STAFFING POLICIES AND PARTNERSHIPS

The SENCO provides information each year on the new intake, delivers input on whole staff INSET days and provides other training/briefings based on an arising need or as requested by staff and/or departments. Links have been established with outside agencies such as the ASD and Outreach department at Ivel Valley School, Psychology and Advisory Support Team at Children's Services, Medical Needs Team, Visual Impairment Team, Deaf and Hearing Impairment Team and the Child and Adolescent Mental Health Service (CAMHS). Outside agencies such as those named above provide support and training when needed.

THE ROLE OF PARENTS

As with all students, parents/carers are asked to support the school in terms of uniform, behaviour and home learning. For students with SEND, close home-school contact is essential for both parties to get a full and accurate view of the situation. Parents/carers are involved in planning support for the student on an ongoing basis but particularly in relation to annual reviews and reviewing PAPs. Parents/carers are welcome to contact the SENCO at the school with any question or concerns and to request a meeting if necessary.

SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

STORING AND MANAGING INFORMATION

Data will be stored and managed in line with the School's Information Management Policy.

ACCESSABILITY

The school is committed to increasing accessibility for disabled students so that all students have full access to education. Further information can be found in the school's accessibility plan.

BULLYING

The school seeks to safeguard all those within the school community. Monitoring and intervention take place to ensure that vulnerable learners are provided with support and an inclusive learning environment is promoted. Further information can be found in the school's bullying policy.

MONITORING EVALUATION AND REVIEW

The policy will be evaluated and reviewed every three years (or in line with any government reform) by the SENCO and Senior Leadership Team.

DISSEMINATION OF THE POLICY

This policy is available on the school website, and on request to parents/carers, the Local Authority and Ofsted through the Executive Principal.