



SEND POLICY

Incorporating Special Educational Needs Information Report in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65) and Special Educational Needs and Disability Code of Practice (2015)

Date of document: Sept 2024
Date for review: Sept 2025
Lead reviewer: Rebecca Millward
Approval by: Governing body

SEND Policy for Swallowfield Primary

Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) January 2015

Ofsted Section 5 Inspection Framework April 2014 Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Children and Families Act 2014

Policy Links

This Policy links to other school policies, for example:

- Medical Policy
- Behaviour
- Child Protection Policy
- Complaints
- School Universal Offer
- Local Offer – (Insert)
- Admissions Policy
- Accessibility policy

Inclusion Statement

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through quality first teaching and a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

This information takes account of the school’s aims as outlined below;

Our aim is to nurture pupil’s well-being and academic achievement. We will foster teaching and learning relationships that value and celebrate each individual’s successes and accomplishments. This is based on a community ethos of mutual respect and trust. Pupils are supported to explore new ideas and identify creative solutions to challenges. Our school environment is inclusive and welcoming to all. The curriculum and opportunities that we offer are enriched by first hand experiences, visits and extensive extra-curricular activities. Being part of the Swallowfield community inspires children to be the best they can.

Our school recognises the role parents and the child themselves have to play in decision making regarding their support and what they want to achieve.

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this policy to the Special Educational Needs Coordinator (SENCO).

The SENCO is responsible for reporting regularly to the Headteacher and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL.

Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

The name and contact details of the SEND co-ordinator:

Rebecca Millward

r.millward@swallowfieldprimary.com

Contact via the School Office:

The name and contact details of the SEND Governor:

Other members of the SEND/Inclusion Team:

Kirsten Garratt (Pastoral Manager)

SEND INFORMATION REPORT

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. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions.

The kinds of Special Educational Needs which are provided for in our school:

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Social, Emotional and Mental Health Issues
- Autistic Spectrum Conditions
- Hearing Impairments
- Moderate Learning Difficulties
- Medical needs /Physical needs
- Communication disorders

Children may have special educational needs throughout or at any time during their school career. The SEND Code of Practice identifies the broad Areas of SEND as:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health Difficulties.

Sensory and/or Physical

Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children with a disability will require this provision. Discussion of individual need with the child's parents, teacher and where appropriate the child, will help to ensure that adequate provision is made.

In admitting pupils with special educational needs, we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a specialist setting. However, we would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.” - **'Inclusion: does it matter where pupils are taught?' (Ofsted, 2006a)**

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.” - **SEN Code of Practice (2015: Para 1.24)**

This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.” - **“Achievement for All” National Strategies: 2009**

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level”- **(p68) SEN Code of Practice 2015**

Provision for SEN

Universal Provision:

Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated

progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.

- This level of intervention is monitored for its impact by Phase leads and enables the school to:
 - o Plan strategically to meet pupils' identified needs and track their provision.
 - o Audit how well provision matches need
 - o Recognise gaps in provision
 - o Highlight repetitive or ineffective use of resources
 - o Cost provision effectively
 - o Demonstrate accountability for financial efficiency
 - o Demonstrate to all staff how support is deployed
 - o Inform parents, LA, external agencies and Ofsted about resource deployment
 - o Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment:

Children's needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage Profile scores, wholeschool pupil progress data,
- Classroom-based assessment, observations and monitoring arrangements. (Cycle of plan, do and review.)
- Following up parental concerns
- Tracking individual children's progress over time,
- Liaison with feeder nurseries on transfer
- Information from previous schools
- Information from other services
- Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners:

Where children are underachieving and/or identified as having special educational needs or disabilities, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:

- teachers differentiate work as part of quality first teaching
- class support
- pre-teaching
- bilingual support/access to materials in translation
- withdrawal targeted group/individual interventions
- further differentiation of resources

Monitoring and Evaluation:

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO, and senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling.
- teacher interviews with the SENCO
- informal feedback from all staff.
- pupil interviews when setting new targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring targets, evaluating pupils' progress.

Additional SEN Provision:

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2015.
- Under-achieving pupils and pupils with EAL who do not have SEN will not be placed on the list of pupils being offered additional SEN support
- intervention for pupils on the SEND list will be identified and tracked using individual provision maps, timetables, passports and education plans
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Statement of Special Educational Needs or Education Health and Care Plan:

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local authority policy and guidance - particularly with regard to the timescales set out within the process.

Access

The school has recently made vast improvement for access for pupils with physical disabilities throughout the school. It has undertaken an access audit from which an action plan has been developed. Through this the school plans to further improve access over successive financial years to the few remaining areas which require.

Roles and Responsibilities

Class teacher

▪ **liaising with the SENCO to agree:**

- which pupils in the class are vulnerable learners
- which pupils are underachieving and need to have their additional interventions monitored– but do not have special educational needs.
- which pupils require additional support because of a special educational need and need to be included on the school’s SEND list. Some of these pupils may require advice/support from an outside professional and, therefore, a Graduated Response to address a special educational need (this would include pupils with statements/EHC Plans)

▪ **securing good provision and good outcomes for all groups of vulnerable learners by:**

- providing differentiated teaching and learning opportunities.
- ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2015)
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2015, the SENCOs will oversee the day- to-day operation of this policy in the following ways:

- Overseeing the day-to-day operation of the school’s SEND policy;
- Coordinating provision for children with SEND.
- Liaising with the relevant designated teacher where a child looked after pupil has SEND
- Advising on a graduated approach to providing SEND Support
- Advising on the deployment of the school’s budget and other resources to meet pupils’ needs effectively
- Liaising with parents of children with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies.

- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors so that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all children with SEND up to date

Headteacher

- The head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO).
- The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of provision maps for vulnerable learners
 - regular meetings with the SENCO
 - discussions and consultations with pupils and parents as appropriate

Assessing and Reviewing pupils' progress

(The effectiveness of our educational provision for pupils with Special Educational Needs)

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:

- o The school's generic processes for tracking the progress of all pupils
- o Evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
- o Termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
- o Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2015)
- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school. For example:
 - o Adult support for children who require a key person due to the extent of their needs.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.

- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum

The school has a robust approach to supporting children who require social and emotional provision.

- Lunchtime pastoral groups – to support unstructured time
 - Pastoral Manager to help support restorative practice
 - In accordance with Section 6 of the SEN Code of Practice 2015, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
 - The SENCO will regularly attend local network meetings
 - All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
 - Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market where funding allows, accessing, as far as possible, services available as part of the Local Offer.
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- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.
 - All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process

- making parents and carers aware of the local SEND Information and Advice Support Service available as part of the Local Offer. (SENDIASS)

SEND Budget Allocation, Resourcing and Delivery

There is an annual allocation of the SEND budget for each financial year with additional Pupil Premium funds allocated.

From the funding outlined above, and additional school resources the following are provided for the support of SEND:

- SENDCo release time;
- Administrative resources;
- Consumables;
- Pupil resources;
- Training opportunities
- Additional teachers and support staff where possible

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their IEP

Partnership with Outside Agencies

- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care.
- We seek to respond quickly to emerging need and work closely with other agencies including:
 - o CAMHS
 - o Educational Psychology Service
 - o Sensory Impairment team
 - o Local NHS services
 - o Early Years SEN support service
 - o Multi-agency safeguarding hub
 - o Central Beds Inclusion Partnership
 - o Local Specialist Provisions such as the Chiltern School

In accordance with the SEND Code of practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

- We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. This is the SENCo/Designated Teacher for CLA.

Arrangements for Transition

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of additional SEN support. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling where appropriate. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority)

Pupils with Additional Needs Being Supported to Keep Themselves Safe

Our PSHE curriculum and wider personal development concepts do address the origins of negative behaviours, including stereotyping, diversity, consent and bullying. These are done in an age appropriate manner. The PSHE page on our website outlines our approach to parents and carers. Respect is taught and reinforced throughout the school in age and developmentally appropriate ways, through our school values. This links with the British values of Mutual Respect, Tolerance and Individual Liberty. Children are encouraged and supported to share feelings, thoughts or worries through age and developmentally appropriate ways through systems in each classroom. Teachers, support staff and Pastoral and SEN teams can work with children, using their specialist training in ASD, Communication Difficulties, Attachment Awareness, SPLD and more to support children in understanding how they should be treated, should treat others and how to communicate for help.

Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

Children may have special educational needs throughout or at any time during their school career. The SEND Code of Practice identifies the broad Areas of SEND as:

Communication and Interaction
Cognition and Learning
Social, Emotional and Mental Health Difficulties.
Sensory and/or Physical

Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children with a disability will require this provision. Discussion of individual need with the child's parents, teacher and where appropriate the child, will help to ensure that adequate provision is made.

All learners will have access to quality first teaching.

Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.

This level of intervention is monitored for its impact by Phase leads and enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively o Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LA, external agencies and Ofsted about resource deployment o Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment:

Children's needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage Profile scores, wholeschool pupil progress data,
- Classroom-based assessment, observations and monitoring arrangements. (Cycle of plan, do and review.)
- Following up parental concerns
- Tracking individual children's progress over time,
- Liaison with feeder nurseries or child care providers on transfer
- Information from previous schools
- Information from other services
- Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners:

- Where children are underachieving and/or identified as having special educational needs or disabilities, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils
- Teachers differentiate work as part of quality first teaching
- Class support
- Pre-teaching
- Bilingual support/access to materials in translation & SEND Policy for Allerton Church of England Primary School
- Withdrawal targeted group/individual interventions
- Further differentiation of resources

Monitoring and Evaluation:

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the SENCO, and senior leaders.
- Ongoing assessment of progress made by intervention groups
- Work sampling.
- Teacher interviews with the SENCO
- Informal feedback from all staff.
- Pupil interviews when setting new targets or reviewing existing targets
- Pupil progress tracking using assessment data (whole-school processes)
- Monitoring targets, evaluating pupils' progress.

The effectiveness of support for pupils with SEN, and thus the notion of 'value added' is informed through the school's assessment record keeping and monitoring and evaluation processes.

The governing body will evaluate the success of the education provided for the SEN children by:

- Regular meetings with the SENDCO;
- Classroom observations;
- Discussions with class teachers.

In-Service Training

In-Service training is available in respect of SEN for whole school or individual members of staff. The provision of training will be allocated where it is deemed in accordance with the school's professional development policy by the SENDCO or SLT.

In addition, the SENDCO will:

- Attend appropriate courses, conferences, local liaison and relevant training, and will cascade information to staff at regular staff meetings;
- Provide training to staff members as required;
- Identify appropriate training opportunities for staff members from outside agencies;
- Use observations and discussions with staff to identify training needs.

Additional SEN Provision:

Pupils will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2015.

Under-achieving pupils and pupils with EAL who do not have SEN will not be placed on the list of pupils being offered additional SEN support.

Intervention for pupils on the SEND list will be identified and tracked using individual provision maps, timetables, passports and education plans

Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

The Act of 2014 places a requirement on local authorities and schools to publish and keep under review information about the services they expect to be available for children and young people with special educational needs (SEN) aged 0-25, This is the LA “Local Offer”. The intention is to improve choice and transparency for families. It will provide an important resource for parents, families and professionals in awareness of the range of services and provision in the local area. For schools, this is the SEND Information that is published on the school’s website

Many of our pupils live within the defined boundaries of Milton Keynes. This means that it is vital for staff, when raising an issue about an individual with special educational needs to identify which authority the SENDCo must relate to.

Aims and Objectives

At Swallowfield School we will make every effort to meet the educational needs of all our pupils. Everyone in the school community – governors, staff, parents and pupils have a positive and active part to play in achieving this aim.

Our role is to help all children develop to their full potential. We do so, raising the aspirations and expectations of *all* pupils regardless of their age, gender, ethnicity, attainment or background and by taking into account any special educational needs that may occur.

As a school we have a responsibility to provide a broad and balanced curriculum for all of our pupils. We ensure that we meet the full range of pupil’s needs and provide all pupils with challenging work throughout the key stages. Inclusion is already embedded in our practice and is reflected in the caring ethos of the school.

This information takes account of the school’s aims as outlined below;

Our aim is to nurture pupil’s well-being and academic achievement. We will foster teaching and learning relationships that value and celebrate each individual’s successes and accomplishments. This is based on a community ethos of mutual respect and trust. Pupils are supported to explore new ideas and identify creative solutions to challenges. Our school environment is inclusive and welcoming to all. The curriculum and opportunities that we offer are enriched by first hand

experiences, visits and extensive extra-curricular activities. Being part of the Swallowfield community inspires children to be the best they can.

Our school recognises the role parents and the child themselves have to play in decision making regarding their support and what they want to achieve.

Roles and Responsibilities

The governing body will fulfil their statutory duties to pupils with SEND by:

- Establishing a policy which has regard to the 'Special educational needs and disability code of practice: 0 to 25 years, Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities'
- Securing the appropriate resources required.

All staff will fulfil their statutory duties with SEND by:

- Acting on the principle that they are directly responsible for meeting the needs of *all* pupils, by liaison with; the SENDCo, parents, pupils, other agencies and by participating in appropriate training.
- Meeting these needs by using high quality teaching strategies that take account of the individual needs of all their pupils.
- Engaging in a continuous cycle of planning and assessment.

ASSESS-PLAN- DO REVIEW

Pupils will be involved by:

- Having their wishes about their own needs regularly sought and carefully considered;

Parents will be involved by:

- Working in partnership with the school in regular consultation;
- Helping to meet their child's needs at home;

Management of SEND

The school has a teacher responsible for co-ordinating the needs of children with SEND. There is also a governor responsible for SEND.

The SENDCo will have responsibility for co-ordinating the providing of SEND within the school by:

Overseeing the school's special needs policy;

Advising teachers on how pupils might meet planned learning objectives;

Co-ordinating provision for pupils with special needs;

Maintaining the school special needs register and;

Overseeing the records kept by class teachers on all pupils with special educational needs, and which form part of the pupil's educational plan;

Liaising and working in partnership with the parents of children with special educational needs;
Contributing to the training of staff and governors;
Liaising closely and regularly with LSA's;
Liaising with external agencies.

Admission Arrangements

The admission of children with special educational needs and Disabilities to Swallowfield School is laid down in the school's admission policy.

Access

The school has some access for pupils with physical disabilities. It has undertaken an access audit from which an action plan has been developed. Through this the school plans to improve access over successive financial years.

SEND Budget Allocation, Resourcing and Delivery

There is an annual allocation of the SEND budget for each financial year with additional Pupil Premium funds allocated.

From the funding outlined above, and additional school resources the following are provided for the support of SEND:

- ✓ SENDCo release time;
- ✓ Administrative resources;
- ✓ Consumables;
- ✓ Pupil resources;
- ✓ Training opportunities.

LSA provision by the school ensures all pupils with SEND have access to LSA support.

Physical resources to assist in supporting pupils with SEND are held in classrooms and in central locations throughout the school. The learning lodge provides a central resource bank and additional space for group and individual work.

Identification, Assessment, Provision, Record Keeping and Review

The class teacher has the initial responsibility of identifying children with SEND. The class teacher will:

- Involve parents in discussions regarding their child's needs at the earliest opportunity.
- Keep a record of provision made so far.
- Give the reasons for any referral onwards and discuss with SENDCo.
- Keep records of any assessments/observations carried out.

Following initial referral and discussions, progress over a period of six weeks may be monitored to determine if any additional/change of intervention is required. (Appendix 1)

If after this period it is felt the child will continue to benefit from action that is 'additional to or different from' their peers, further discussions may be held between the parents, teacher, child where appropriate, and SENDCo. This may entail the writing of an IEP (Individual Education Plan) that more precisely records the child's strengths, interests and areas for development, the desired outcomes resulting from these, the smaller step towards achieving them and the provision.

The SENDCo will:

- Advise the class teacher how pupils might best meet their planned learning objectives/outcomes;
- Oversee records kept by the class teacher including IEP's, identifying what is different from and additional to the rest of the class;
- Review IEP's of children with SEND at least termly;
- Liaise with parents on the SEND needs of their children ensuring that IEP's are a shared and collaborative process including parents and child.
- Encourage the participation of children in making decisions about their education. See Appendix 2.

Stage One

A child at this point is at School Support level of the Code of Practice, Stage One of Central Bedfordshire's Graduated Approach, **where some additional or different intervention within the school will be required to enable the child to access independent learning and the curriculum**. If adequate progress is made, a decision may be taken to reduce the support as appropriate. See Appendix 3.

Stage Two

If expected progress is not made, despite the above intervention, the school may see a need to increase support as appropriate. **This builds on arrangements in Stage One, drawing on more detailed approaches**. The school may ask for advice from outside agencies and the child will move to the Stage Two of the Central Bedfordshire Graduated Response. The advice and strategies given by these outside agencies will contribute to the IEP process See Appendix 4.

If after these interventions the child is still demonstrating a significant cause for concern, the school will follow the procedures for statutory assessment with an Educational Health Care Needs Assessment, as set out by the LEA **and detailed in the Local Offer**. This will utilise evidence from all previous stages, closely involve the participation of parent and child and be passed to the LEA for consideration for further assessment decision. If the LEA agree that further assessment and provision is required, other professionals such as areas of Social and Health care may be involved. This may then result in the issue of an Education Health Care Plan (EHCP).

The EHCP is a statutory document that outlines the child's needs and the nature of provision required to meet these needs.

Access to the Curriculum

Children with SEND will have access to a broad and balanced curriculum through **quality first teaching, provided by their class teacher and other adults, with appropriately adapted learning opportunities within the classroom, including where needed, additional LSA/adult support**. On occasions it may be deemed appropriate to withdraw an individual, or a group of individuals with similar needs to work towards achieving their outcomes.

Evaluating Success

School SEN records will collate and record the school's responses at all stages including reviews. Any appropriate information regarding an individual will be available in school for scrutiny at any time.

The effectiveness of support for pupils with SEN, and thus the notion of 'value added' is informed through the school's assessment record keeping and monitoring and evaluation processes.

The governing body will evaluate the success of the education provided for the SEN children by:

- Regular meetings with the SENDCO;
- Classroom observations;
- Discussions with class teachers.

Parent Partnership

The school will have an 'open door' policy with regard to parents. Parents will be involved at every stage in the decision making about their child's needs. All communication with parents will be recorded and their help will be sought in supporting their child at home. (See Appendix 5).

Queries and Complaints

Queries and complaints will be dealt with in line with the school's complaints procedure. Parents will be put in touch with the appropriate parent support services. If in pursuing complaints, the parents are not wholly satisfied with the response of the school, they may wish to seek further advice/assistance from the LEA. If at this point they do not agree with the schools and LEA's decision they have the right of appeal to the authorities SEN Tribunal.

In-Service Training

In-Service training is available in respect of SEN for whole school or individual members of staff. The provision of training will be allocated where it is deemed in accordance with the school's professional development policy.

In addition, the SENDCO will:

- Attend appropriate courses, conferences, local liaison and relevant training, and will cascade information to staff at regular staff meetings;
- Provide training to LSA's as required;
- Identify appropriate training opportunities for LSA's from outside agencies;
- Use observations and discussions with staff to identify training needs.

External Agencies/Facilities and Support Services

The SENDCo will liaise with outside agencies i.e. available support services, support for specific areas of need, e.g. hearing and visual impairment, Educational Psychologists, health services, social services, educational welfare services.

The school will maintain close links with the health departments involved with its children i.e., school nurse, occupational therapist, physiotherapist, speech and language therapist.

Links with other schools

The school will secure links with Early Years providers of new children and our feeder middle/secondary schools in order to ensure continuity and dissemination of information.

Review

This policy will be reviewed annually.

Appendix 1

Triggers for SEND intervention

- Makes little or no progress even when teaching approaches are targeted;
- Shows signs of difficulty in developing English or mathematics skills which impacts on other areas of learning;
- Presents persistent emotional or behavioural difficulties which are not helped by the behaviour management techniques usually employed;
- Has sensory or physical problems and continues to make little or no progress despite specialist equipment;
- Has communication and/or interaction difficulties and continues to make little or no progress despite provision of an appropriately modified curriculum.

Appendix 2

Pupil Participation

Schools and professionals need to:

- Provide the pupil with clear information about the purpose of any assessment, IEP or intervention;
- Help the pupil to understand and agree the outcomes of any intervention and how they can be a partner in working towards these;
- Explain clearly what additional support or assessment arrangements are being made and how the pupils can contribute to them;
- Consult the pupils who need individual support to ensure that it is provided in a timely and sensitive way and enable them to participate fully in learning;
- Ensure that the pupil understands the role and contribution of other professionals;
- Draw upon the experience of any local pupils support services if appropriate;
- Ensure that the pupil has access to a designated member of staff with whom they can discuss any difficulties or concerns;
- Be aware that many pupils may already be in contact with other professionals in child health, mental health, and social services.

Appendix 3

Adequate Progress

Adequate progress might be progress that:

- Closes the attainment gap between the child and their peers;
- Prevents the gap from growing wider;
- Is similar to that of peers starting from the same attainment baseline, but less than the majority of peers;
- Matches or betters the child's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvements in the child's behaviour;
- Is likely to lead to accreditation;
- Is likely to lead to participation in further education, training or employment.

Appendix 4

Triggers for Stage Two

- Continues to make little or no progress in specific areas over one year;
- Continues working at National Curriculum levels substantially below that expected of children of a similar age;
- Continues to have difficulty in developing English and mathematics skills;
- Has emotional or behavioural difficulties which regularly interfere with the child's own learning or that of the class group despite having an individualised behaviour management programme;
- 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.

Appendix 5

Partnership with Parents

Schools should:

- Acknowledge and draw on parental knowledge and expertise in relation to their child;
- Focus on the child's strengths as well as areas of additional need;
- Recognise the personal and emotional investment of parents and be aware of their feelings;
- Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings;
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints;
- Respect the differing needs parents themselves may have, for example a disability or communication or linguistic barriers;
- Recognise the need for flexibility in the timing and structure of meetings.

Parents should:

- Communicate regularly with their child's school/early education provider, and alert them to any concerns they have about their child's learning or provision;
- Fulfil their obligations under home-school agreements which set out expectations of both parties.