



**The Collaboration of East Harptree and Ubley Church of England VC Primary Schools**  
**Special Educational Needs and Disability Policy**  
**Celebrating 'life in all its fullness' John 10:10**

**Introduction:**

This policy should be taken and used as part of the Collaboration of East Harptree & Ubley Church of England Schools' overall strategy and implemented within the context of our Christian values and Vision Statements:

***'East Harptree Church of England School aims to encourage each child to dream, believe, achieve together.'***

***'Ubley Church of England School aims to equip each child to be caring, capable and confident in an ever-changing world.'***

The SEN policy was written to comply with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (September 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 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Teachers' Standards

**Defining SEN**

The 2014 Code of Practice says that:

*A person has a Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

(Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv)

There are four broad categories of SEN:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

**Aim**

To produce an inclusive environment and raise the aspirations of and expectations for all pupils with SEN. To enable, through 'Quality First Teaching' and targeted and focused support, for all pupils to meet their full potential.

**Objectives**

Our objectives are:

- To work within the guidance provided in the SEND Code of Practice 2014 and to implement it effectively across the schools.
- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEN.
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
- To enable all pupils to participate in lessons fully and effectively.

- To value and encourage the contribution of all pupils to the life of the schools.
- To work in partnership with parents.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the SEN Policy.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

### **Identifying Special Educational Needs**

Pupils with SEN are identified in the following ways:

- The progress of every child is monitored at termly pupil progress meetings. Where pupils are identified as not making progress in spite of Quality First Teaching a discussion takes place between class teacher, SENCO and parents and a plan of action is agreed. All of the information gathered from within the schools about the pupil's progress, alongside national data and expectations of progress, is considered. This includes high quality and accurate formative (day-to-day in-class) assessment.
- Pupils with SEN are discussed in staff meetings on a termly basis as part of our Class Profile review.

### **A Graduated approach to SEN Support at East Harptree and Ubley**

A Graduated Response is adopted for pupils identified as having SEN. A level and type of support is provided to enable the student to achieve suitable progress. Provision is identified and managed by the SENCO, class teacher and relevant teaching assistant

The **Assess – Plan – Do – Review cycle** is employed here as instructed in the SEN Code of Practice 2014.

#### **Step One – Quality First Teaching**

The first part of our graduated approach to SEN support is Quality First Teaching, meaning **'Every teacher is a teacher of every child including those with SEN.'** Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

#### **Step Two – Additional Support (short term targeted)**

If a child is not making suitable progress, identified from our assessment processes, then short term interventions will be considered and these will be recorded on our Class Profiles. These children will not have a Single Support Plan although parents and pupils would be consulted and kept informed as to the progress of any interventions.

#### **Step Three – Additional Support (longer term targeted) with SSP (*Single Support Plan*)**

If a child continues to make inadequate progress or is identified as having a specific learning difficulty, they will receive additional support relevant to their need and a Single Support Plan will be put in place. This will be done in consultation with the SENCO, class teacher, relevant teaching assistant, parents and child. *Although it is the class teacher who retains ultimate control of the intervention.* SSPs will be reviewed 3 times a year.

All interventions are planned, evidenced, reviewed and analysed regularly for effectiveness.

#### **Step Four – Education, Health and Care Plan (EHCP)**

If a student fails to make adequate progress in spite of high quality, targeted support at the steps listed above and has demonstrated a significant cause for concern, the schools and/or a parent/carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan.

All children subject to an SSP or EHCP will be recorded on Class Profiles and on SIMS.

### **Criteria for exiting the SEN register**

Pupils will exit the SEN register when their progress is in line with local and national expectations and additional support is no longer deemed necessary to continue to maintain their progress. These discussions will occur in the relevant meetings and parents will be kept informed of any decision relating to their child.

Children who exit the SEN register will remain closely monitored through Pupil Progress Meetings and identified on Class Profiles.

### **Pupils with social, emotional and mental health needs**

- Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. These issues are also discussed at Pupil Progress and Staff Meetings. If the child's behaviour is felt to be a response to trauma or to home based experiences, (e.g. bereavement, parental separation) we may complete a CAF (Common Assessment Form) with the family and support the child through that process.
- If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS or the schools may refer directly to CFCS.
- If the child is felt to have long-term social, emotional or mental health needs - for example with anger management- the schools may refer to the LSP Behaviour Specialist for advice and possible therapeutic intervention. These are generally delivered by trained staff/ therapists and relevant outside agencies that develop good, trusting relationships with the pupils. This requires parental permission in the primary phase.
- All pupils' behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

### **Supporting pupils and families**

All parents of pupils with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

If a child is experiencing difficulties, parents will be informed during an informal meeting to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN.

Once a child has been identified as needing an SSP, the class teacher will invite the parents to a meeting to:

- discuss assessments that have been completed
- elicit parents' views and ways in which the child can be supported at home
- agree a plan and provision for the next term.

### **Transition into and within school**

We will do what we can, according to the individual needs of the child, to make transitions between classes and into secondary school as smooth as possible. This may include:

- Additional meetings for the parents and child with the new teacher or Secondary SENCO
- Enhanced transition arrangements that are tailored to meet individual needs.

### **Training and resources for staff**

- The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for pupils with statements of special educational needs and Education Health and Care plans.
- The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- CPD for staff is provided through access to in-house or other relevant course providers, provision of books or guidance towards useful websites.
- Regular CPD is arranged for staff in order to meet their professional development needs identified in audits, lesson observations and performance management.
- The schools' SENCO regularly attend the LSP SENCO network meetings in order to keep up to date with local and national updates in SEND.

## **Roles and responsibilities**

### **The teaching staff will:**

- Deliver Quality First Teaching
- Liaise with parents, the SENCO and the Headteacher to ensure provision is good

### **The Headteacher will:**

- Liaise with Governors, teachers, the SENCO and parents where appropriate to ensure this policy is upheld

### **The Governing Body will:**

- challenge the school and its members to secure necessary provision for any pupil identified as having special educational needs. They will ask probing questions to ensure all teachers are aware of the importance of providing for these pupils and ensure that funds and resources are used effectively.
- admit pupils with special educational needs to the school in line with the schools' agreed admissions policy.
- ensure the schools' SEN Governor meets with the school SENCO termly to discuss progress.

### **The SENCO will:**

- Disseminate information and raise awareness of SEN/D issues throughout the collaboration.
- Liaise with and advise fellow teachers.
- Oversee the records of all pupils with SEN.
- Liaise with parents of pupils with SEN.
- Contribute to the in-service training of staff.
- Attend local and national SENCO training.
- Liaise with external agencies including the support and educational psychology services, speech and language services, health and social services and voluntary bodies.
- Co-ordinate and develop school based strategies for the identification and review of pupils with SEN.

### **Reviewing the policy**

Due to the climate of reform under the new requirements of the SEN Code of Practice 2014, East Harptree and Ubley Primary Schools will review their SEN policy annually (or sooner in the event of revised legislation or guidance).

Review date: May 2023