

Special Educational Needs and Disabilities (SEND) Policy

ADOPTED BY THE GOVERNORS ON.....24.03.15.....

REVIEWED.....08.12.15.....

REVIEWED.....29.11.16.....

REVIEWED.....

The Special Educational Needs Coordinator (SENDCo) is Mark Treadwell. The Governors linked to Special Educational Needs are Rachel Havill and Shirley Fowler.

We are available and you can book an appointment to see us, either by coming in to the school office, telephoning us on 01803 328264 or emailing us at contactus@homelands.torbay.sch.uk to raise a query or request a Parent Information Pack.

You could also visit our website for additional information: <http://www.homelands.torbay.sch.uk>; or our address is:

Homelands Primary School
Westhill Road
Torquay
Devon
TQ1 4NT

Compliance:

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0 – 25 (January 2015) and has been written in reference to the following guidance and documents:

- Equality Act 2010: advice for schools, DfE (February 2013)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Sections 19(c), 26(3), 32 and 49 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- Homelands SEND Information Report on the school website

Rationale:

At Homelands we are committed to providing an appropriate and high quality education to all children. We believe that all children, including those identified as having special educational needs or a disability (SEND), have a common entitlement to a broad and balanced academic, social and emotional curriculum and that they will be fully included in all aspects of school life. This does not mean that we will treat all learners in the same way, but that we will respond, where appropriate, to learners in ways which take account of their specific needs.

We are an inclusive provider and will consider placements for any child aged between 3 and 11 years whose parent(s)/carer(s) wish them to access our provision. All children are welcome to attend our school, regardless of their needs and we follow the guidance as laid out in the Equalities Act 2010. We will discuss the individual needs of a child with their parent(s)/carer(s) and identify how we will be able to support them, working in partnership with appropriate outside agencies and parties as necessary.

This policy describes the ways we meet the needs of the children who experience barriers to their learning within the four main areas of need which are: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; and Sensory and/or Physical Needs. We understand that children learn at different rates and that there can be many factors that affect achievement. We also recognise that a child's

barriers to learning could be either short term or long term. At Homelands we understand that the responsibility for meeting the needs of a child with Special Educational Needs is a partnership between all staff, the parents and the child identified. Additionally, support for children with SEND is provided by all teachers in the school, as every teacher is a teacher of SEND.

Homelands is dedicated to meeting the individual needs of each child. Its inclusive principles are firmly based in the philosophy of 'Every Child Matters' which highlights the importance of meeting the individual needs of all children equally, whether they have identified 'special educational needs' or not. The school views inclusion as a process by which pupils, parents /carers, teachers and other agencies work together in partnership to develop inclusive practices, with a shared commitment to early identification and early support and 'closing the gap'.

At Homelands we have an Every Child Matters Team consisting of the Headteacher, Deputy Head, SENDCo, Pastoral Support Assistant (PSA), Speech & Language Teaching Assistant (SLTA) and Early Years SENDCo. The team meets fortnightly to ensure that complex needs of children can be addressed swiftly and that all support staff are made aware of the needs of vulnerable children and families. This framework is mirrored at LA level by Children's Services and serves as a model of good practice in securing a committed approach to the children's journey. A link to Children's Services is provided by the Link Professional from the SEN Department who visits the school termly and liaises with the SENDCo to provide in-house support or signpost to a range of outside agencies.

Objectives:

- To ensure the SEND Code of Practice and guidance are implemented effectively across the school, working within the guidance provided in the SEND Code of Practice, 2015
- To monitor the progress of all children in order to identify particular needs as they arise and to ensure that the appropriate support is provided at the earliest opportunity and the achievement gap is closed.
- To ensure that each child has access to a broad and balanced curriculum through differentiated planning by the class teacher, support staff and support from the SENDCo.
- To involve parents/carers and work in partnership with them, at every stage in plans to meet their child's particular needs.
- To involve, where appropriate, the child in planning and any decision making that affects them.
- To provide support and advice for all staff working with special educational needs pupils.

Identifying Special Educational Needs:

Pupils are only identified as having special educational needs if they have a learning difficulty or their disability is a barrier to learning. When identifying special educational needs, Homelands refers to the guidance in the SEND Code of Practice (2015). Once a need has been identified, Homelands works in partnerships with the child's family to establish the support the child needs and agree the planned outcomes for the child. If a pupil has difficulties accessing education but is able to learn they do not have a special educational need but may need additional pastoral support or intervention.

For pupils with medical needs, Homelands makes reasonable adjustments to address these in order to minimise barriers to learning. Most pupils needs will be met with these

reasonable adjustments so that pupils do not have a difficulty with their learning and are therefore not pupils with a special educational need. However, particular medical or health issues could be SEND when the medical condition causes learning difficulties, e.g. Attention Deficit Hyperactivity Disorder (ADHD) or Autistic Spectrum Disorder (ASD).

Other factors which may impact on a child's learning, progress and emotional well-being can include:

- Disability
- Attendance and punctuality
- Health and well-being
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium Grant (PPG)
- Being a Child Looked After
- Being a child who is adopted from care or is under a Special Guardianship or Residence Order
- Being a child of a service family

A graduated approach to SEND Support:

Homelands is committed to 'Quality First Teaching' so that all pupils have access to a high-quality, purposeful and well-differentiated curriculum where they are able to make progress. Class teachers are responsible and accountable for the progress and development of all pupils in the class, including those pupils supported by teaching assistants. Teaching is monitored and reviewed as part of the Performance Management cycle. Pupils are only identified as having SEND if they do not make adequate progress once they have received high quality, differentiated teaching. Pupil progress is assessed in each and every lesson through Assessment for Learning approaches and, more formally, through our 6 and 12 week review monitoring programme.

These summative assessments allow teachers to track which pupils are and are not making expected progress or those unlikely to meet age-related expectations by the end of the year. In addition, a range of diagnostic assessments are used to identify pupils who have a learning difficulty. Pupils identified as having SEND are recorded on the school's SEND register and each child's needs and progress is discussed at termly SEND review meetings with the SENDCo and with the child's parents at SEN Support meetings that happen three times per year with parents. These assessments inform the 'Assess-Plan-Do-Review' cycle where a child's needs, their provision, interventions, resources and planned outcomes are discussed and agreed with parents and recorded in an Individual Support Plan where appropriate. Children who have complex needs or a Statement of SEN/ Education, Health and Care Plan have these. Pupils' views and interests are included in this process through discussion and/ or pupil questionnaires.

Managing pupils' needs on the SEND register:

Children who have complex needs or a Statement of SEN/ Education, Health and Care Plan have an Individual Support Plan identifying their background, interests, specific barriers to learning, relevant assessment data, termly targets and the provision, intervention and resources that will enable them to meet these planned outcomes. These plans are written and agreed by the class teacher, SENDCo and parents at the Annual Review and the SEN Support meetings with parents. Parents have three specific opportunities to meet with staff each year regarding their child(ren's) special educational needs, as stated in the SEND Code of Practice 2015.

Most interventions and additional provision can be met within each year group's support staff structure which is agreed by class teachers, Key Stage Leaders and the SENDCo. More specialist provision, such as Talk Boost, Speech and Language or THRIVE support will be discussed and agreed by the ECM team so that needs can be appropriately met across the school.

This cycle of 'Assess-Plan-Do-Review' continues in order for pupils to make accelerated progress in the hope that they meet age-related expectations. When a child is achieving at age-related expectations, they are no longer identified as having a special educational need and are removed from the school's SEND register. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from the SENDCo or specialist teachers within the school, outreach services, Educational Psychology Service or from Health, Social Services or other outside agencies.

Where professionals are not already working with the school, the SENDCo will consult with the parent's to seek written consent and will complete a referral form to the appropriate service.

Requesting statutory assessment:

Where pupils' progress is limited despite high levels of support and intervention and specialist advice (including two terms of acting on advice from an Educational Psychologist), school, with the support of the child's parents, can make a request for Statutory Assessment to Torbay Local Authority. Torbay Local Authority has developed criteria as guidelines to help decide when it is necessary to carry out Statutory Assessment. Before requesting Statutory Assessment, the SENDCo will have discussed with parents, the Link Professional and the Educational Psychologist whether the pupil's special educational needs meet this criterion.

Following a request for Statutory Assessment, the local authority considers whether there is evidence that despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress. The whole process of Statutory Assessment and EHC plan development, from the point when an assessment is requested by the school until the final EHC plan is issued, must take no more than 20 weeks.

Statements of SEN and Education, Health and Care Plans:

Pupils who have highly individual needs and difficulties may have a Statement of SEN, which outlines their specific needs and difficulties and the long term aims and objectives for their education and care. Pupils who have a Statement of SEN may receive additional funding to meet these needs which may also include top-up funding. As well as meeting with parents over the year to monitor the 'assess-plan-do review' and termly Individual Support Plans, the progress of pupils with Statements of SEN is formally monitored once a year in an Annual Review. Parents and all professionals who support the child with SEN are invited to an Annual Review (in the term when the original Statement was issued) to discuss the child's progress, provision, support, needs and targets for the next 12 months. These reviews are monitored by the Local Authority.

Torbay has agreed its format for the new Education, Health and Care plan, from guidance in the SEND Code of Practice. Pupils who currently have a Statement of SEN will have a Transfer Review in Year 5 instead of an Annual Review in order to convert the Statement of SEN to an Education, Health and Care plan ready for the child's transition to secondary

school. Once converted to an EHC plan, the termly cycle of 'assess-plan-do-review' and the Annual Review process continues.

Personal budgets:

Top-up funding allocated in Statements of SEN can only be used for in-school educational provision. When Statements of SEN are transferred to an EHC plan, the top-up element could be requested for provision not available within the school. Applications to access a child's personal budget need to be discussed with those professionals supporting the child and a request made to the Local Authority.

Supporting pupils and families:

Parents' first port of call is the child's class teacher. In addition, the school's SENDCo can provide support, guidance and advice to families. Parents are also encouraged to seek advice from Torbay's Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) via telephone on 01803 208239, via email info@sendiasstorbay.org.uk or visit their website at www.sendiasstorbay.org.uk. A range of useful information leaflets can be accessed via Torbay Council's website: <http://www.torbay.gov.uk/sen-info-leaflets#docs>

In addition to this SEND policy, the school's SEND Information Report, which details the provision and support available at Homelands can be found on the school website: <http://homelands.torbay.sch.uk/send.html>. Torbay's Local Offer, which details the provision and support available across Torbay and the local area can be found on Torbay Council's website. Admissions to Homelands Primary School are managed by Torbay Council. Information can be found at <http://www.torbay.gov.uk/index/your-services/fis/fiseducation/schools/schooladmissions/primary-schooladmissions.htm> which also includes the Primary School Admissions handbook.

Supporting pupils at school with medical conditions:

Homelands recognises that pupils 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. Some pupils may also have special educational needs (SEND) and may have a Statement, or Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision. In these cases, the SEND Code of Practice (2015) is followed.

Monitoring and evaluating of SEND:

Homelands has robust systems for managing and monitoring school improvement so that it actively and continually reviews provision for all pupils. SEND provision is reviewed through:

- Regular observations of class teachers and support staff
- Self-evaluation of all staff as part of the Performance Management cycle
- School Improvement Plan cycle
- Accountability Framework for Leadership of SEND
- Pupil progress discussions and work scrutiny
- Pupils' and parent's views
- SEND report to governors
- Annual review of SEND policy

- Attendance at network meetings and governor training
- Annual SEND Action Plan
- Analysis of end of year data and RAISEonline/ FFT data dashboard
- Homelands' Self Evaluation Framework (SEF)
- Local Authority monitoring visits
- Ofsted

Training and resources:

As a mainstream school, Homelands is provided with resources to support those with additional needs, including pupils with SEN and disabilities, which is determined by a local funding formula. Homelands has an amount identified within its overall budget called the notional SEND budget which it uses to support the progress of pupils with SEND. Schools are not expected to meet the full costs of more intensive, specialised or expensive special educational provision from their core funding. Torbay Local Authority provides top-up funding where the cost of the special educational provision required to meet the needs of an individual pupils exceeds a reasonable threshold. The SENDCo manages the SEND budget for purchasing additional and/ or updating resources to meet the needs of pupils with SEND.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and professional development. Training needs are identified formally, in line with the school's Performance Management cycle, and also informally through the staff member's line manager. Training costs are met from the school's CPD budget, which is managed by the Headteacher.

Homelands' SENDCo regularly attends the Local Authority's SENDCo Forum network meetings in order to keep up-to-date with local and national updates in SEND as well as local training events led by the Torbay Teaching School Alliance's Inclusion Network; Torbay Children's Services and other organisations. The SENDCo also leads regular in-school training for teachers and support staff and works alongside colleagues in a coaching capacity, where appropriate.

All teachers, support staff and Newly Qualified Teachers undertake induction when taking up a post at Homelands which includes discussions around the systems and structures in place regarding the school's SEND provision and practice and to discuss the needs of the individual pupils on the SEND register that they are responsible for.

Roles and responsibilities:

The SEND Governor's role is to work closely with the school's SENDCo to support and challenge the school's policy and practice for meeting the needs of pupils with SEND. The SEND Governor has attended training on the SEND reforms and liaises with the SENDCo to report to the full governing body about SEND provision in the school.

Homelands complies with the SEND Code of Practice 2015 which states that the school's SENDCo should be a qualified teacher and, where they have not previously been the SENDCo at that or any other relevant school, they must achieve the National Award in Special Educational Needs Coordination. Our SENDCo is currently undertaking the National Award qualification.

The SENDCo has day-to-day responsibility for the operation of SEND policy and provides professional guidance to colleagues, by working closely with staff, parents and other

agencies as appropriate. Homelands has a dedicated SENDCo role ensuring there is sufficient time and resources to carry out these functions.

The SENDCo also works closely with other members of the Senior Leadership Team who have designated roles:

- Mrs Stephanie Colegate (Headteacher) – Designated Safeguarding Lead and Health & Safety
- Mrs Jackie Watts (Deputy Head) – Behaviour and Safety

Storing and managing information:

Where possible, electronic records are kept for children, although paper copies of SEND records will still be needed. Data is stored securely, computers are logged off after use and data is not transferred externally without having a secure password or being encrypted. Paper copies are transferred to secondary school at the end of Year 6 or when a pupil leaves, if this is before Year 6.

The Department for Education (DfE) does not have specific guidance about which SEND records need to be retained by school. However, the Information and Records Management Society (IRMS) reports that 'primary schools do not need to keep copies of any records in the pupil record except if there is an ongoing legal action when the pupil leaves the school.' For pupils with a Statement of SEN, EHC plan or pupils who have been supported by the Educational Psychology Service, records are kept centrally by the Local Authority for 25 years.

Reviewing the policy:

Homelands' SEND policy is reviewed annually by the SENDCo, Headteacher and SEND Governors. It was developed through Local Authority working parties, use of national guidance, consultation with staff, parents and governors and reflects the 2015 SEND Code of Practice guidance.

Accessibility:

The SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the Local Authority and outside agencies, the SENDCo, class teachers and named support staff ensure additional resources are available where appropriate to ensure equal access to the school curriculum, including physical education, school visits and residential visits.

The school works closely with specialist services including:

- School Nurse
- Health Visitor
- Social Services
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Child and Adolescent Mental Health Services
- Speech and Language Therapy Service
- Chestnut/ Mayfield/ Combe Pafford/ Preston Outreach
- Educational Psychology and SEN Advisory Service

Dealing with complaints:

Homelands Primary school values its relationship with parents, carers and the local community. School staff are happy to receive suggestions and comments on what goes on within school, and this can help to identify areas of success and where improvements can be made. Individuals may also, however, want to raise concerns and it is important that anyone who does so is treated seriously and fairly. It is in everyone's interest that complaints are resolved at the earliest possible stage. Every effort should be made to resolve the matter informally. Most enquiries and concerns can be dealt with by the class teacher, SENDCo or the Headteacher without needing to resort to a formal procedure.

If it is not possible to resolve the matter informally, the person raising the concern may decide to pursue a formal complaint. Details of how to make a formal complaint can be found on the school's website: <http://homelands.torbay.sch.uk/index.html>.

Bullying:

The Anti-Bullying Alliance defines bullying as "the intentional / repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power". A pupil is being bullied when another pupil or group of pupils systematically, over a period of time, deliberately single out that pupil for hurtful behaviour. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose. Homelands recognises that pupils with additional needs, including special educational needs and/ or a disability may be vulnerable to bullying but firmly believes that no individual has the right to bully another. Preventing and tackling bullying is a high priority within the school and has a clear commitment from the Headteacher, governors, senior management and all staff.

Homelands Anti-Bullying policy can be found on the school website: <http://homelands.torbay.sch.uk/policies.html>.

Other documents that link with this policy are:

SEND Information Report
Torbay Local Offer
Disability, Equality Scheme and Access Plan
Positive Handling Policy
Intimate Care Policy
Physical Intervention Policy
Severe Behaviour Policy
Equal Opportunities Policy
Complaints Procedure
Safeguarding Policy

Useful contacts:

TORBAY COUNCIL (SEND)
<http://www.torbay.gov.uk/schools-and-learning/send/>

DFE SPECIAL EDUCATIONAL NEEDS AND DISABILITY: A GUIDE FOR PARENTS AND CARERS
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

TORBAY SEND INFORMATION, ADVICE AND SUPPORT SERVICE
<http://sendiasstorbay.org.uk/>

TORBAY FAMILY INFORMATION SERVICE

<http://fis.torbay.gov.uk/>

INFORMATION, ADVICE AND SUPPORT SERVICES NETWORK

<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network>

This policy was written by the SEND