

## The Gateway Federation SEND Policy 2018

At Bratton Fleming CP School and Holywell C of E Primary School (The Gateway Federation) we take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

The Gateway Federation is also part the Ventrus Multi-academy Trust which is a partnership of 15 schools which has a sub group of SENCO's who work together to improve the provision for children with SEND. Each school's website also includes a link to Devon's Local Offer for parents and children with SEND.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

The SEND team requests that enquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to Mrs Hammond – SENCo at Holywell or Mrs Day – SENCo at Bratton Fleming. Please make an appointment with the school office if you wish to speak to the SENCo.

### **Headlines from the 2014 Code of Practice.**

From September 2014

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.

- School Action and School Action Plus have been replaced by one school based category of Need known as ‘Special Education Needs Support’ (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo.

- There are four broad categories of SEN:

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

We have children in all these categories of SEN.

- We are working more closely with parents and children to ensure that take into account the child’s own views and aspirations and the parents’ experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.

- All children benefit from ‘Quality First Teaching’: this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

- We have high expectations of all our children. **Most children on our SEN register make expected progress.**

## ***Defining SEN***

The 2014 Code of Practice says that:

*A person has SEN 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

## **SEND at The Gateway Federation**

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- 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 Policy Statement for SEND
- 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

Around 15% of our children are either at SENS (SEN support) or have EHC Plans (Education, Health and Care Plans). This is below the national average but means that all teachers expect to have children with SEND in their classes.

Types of SEND which we currently have in school, during 2015-2016, include children with a diagnosis as well as those with learning profiles consistent with the diagnosis:

### *Communication and Interaction*

- autistic spectrum and language disorders

### *Cognition and Learning*

- dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay.

### *Social, Emotional and Mental Health*

- ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties

### *Physical and SENsory*

- Hearing impaired, SENsory processing disorders

### *Medical Needs*

- Epilepsy, bowel disorders,

## **Identifying children at SENS (SEN Support)**

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCo and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
  - is significantly slower than that of their peers starting from the same baseline
  - fails to match or better the child's previous rate of progress
  - fails to close the attainment gap between the child and their peers
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them

all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEN on our SEN register.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

## **Supporting Pupils and Families**

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings throughout the year 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.

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

Across the Gateway Federation we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child

- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed at SENS
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Records are kept of these meetings and copies are available to parents.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including DIASS (Devon Info Advice & Support for SEND – previously known as Devon Parent Partnership (DPP)). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website <https://beta.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer/support-for-different-types-of-send/> This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

## **Paperwork for children at SENS (SEN support)**

Once a child has been identified as needing SENS the following paperwork is completed:

- Annually, a one-page-plan is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent and acts as a guide to their class teacher. The information may be updated during the year.
- Termly, at progress meetings, a My Plan, (like an IEP) is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.
- The Class Teacher and TA will meet regularly to create smaller targets taken directly from the My Plan and agreed next steps are recorded towards the longer term targets. Tracking records are used by the teacher or teaching assistant to record a short comments about progress made towards each of the targets.

## **A Graduated Response to SEND**

If children fail to make progress, in spite of high quality, targeted support at SENS, we may start the process for a DAF. This is known as the graduated response as shown below.

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## Graduated Response

### Assess

- In identifying a pupil as needing **SEN support** the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school. If a DAF 1 has not already been completed this will be done with parents.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. These will be recorded on a DAF 2a 'My Plan'. The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and up-date the DAF 2a 'My Plan'.
- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.



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## Plan

- Parents/carers, with their child, will meet with the class teacher and the SENCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on a DAF 2a 'My Plan' with a date to review the plan. The date for review will depend on the level of need preSENT.
  - The My Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the My Plan will be reviewed. A copy of this will also be attached to the pupil's profile on SIMS.
  - The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
  - The My Plan will usually involve a contribution by parents/carers to reinforce learning at home.
  - Where appropriate, the My Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
  - Parents/carers will then be formally notified by letter when it is decided to provide a pupil with SEN support (although parents/carers should have already been involved in the assessment of need).
  - **So, if it is agreed that a pupil requires SEN support, all parties meet and develop a My Plan detailing the support which will bring about the next part of the cycle –**
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- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
- **The class teacher is responsible for the daily implementation of the plan and will contribute to –**

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## Review

- There will be a review of the My Plan on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.
- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial DAF meeting.
- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

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## Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is ***different from*** or ***additional to*** that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and

agreement with parents/carers the pupil will be removed from the schools SEN register.

## **Statutory Assessment of Needs (EHC)**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the DAF 2a My Plan will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so ANY School will hold annual review meetings on the behalf of Devon LA and complete the appropriate paperwork for this process.

## **Monitoring and Evaluation of SEND**

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

## **Storing and Managing Information**

Pupil SEND records will be kept in accordance to the DfE guidance contained in “Statutory Policies for Schools” (February 2014)

([https://www.gov.uk/government/uploads/systems/uploads/attachmen\\_t\\_data/file/284301/statutory\\_schools\\_policies.pdf](https://www.gov.uk/government/uploads/systems/uploads/attachmen_t_data/file/284301/statutory_schools_policies.pdf))

## **Roles and Responsibilities**

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENCo, all members of staff have important responsibilities.

### ***Governing Body:***

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO.
- prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

### ***Headteacher:***

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENCo and the Governor with responsibility for SEND.

### ***SENCo:***

In collaboration with the Headteacher and governing body, the SENCO determine the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEN CPD for all staff
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

## **Teaching and Learning**

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group. When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult. The school has a range of interventions available which are listed and costed on a provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child. Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers.

Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCo who monitors overall progress after the intervention. Interventions are planned around 'My Plan' targets and progress towards these assessed and recorded appropriately. A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENCo monitors interventions to identify 'what works'.

## **Meeting Medical Needs**

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans, usually provided in conjunction with the



school nurse, will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way using the DAF paperwork. For those pupils with an Education, Health and Care Plan (EHCP) this will be used as it brings together health and social care needs, as well as their special educational provision.

The school 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. ***Please see the schools Medical Policy for further details.***

## **Children in Hospital**

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals\*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

\* E.g. *medical agencies, Hospital School, DPLS*

## **Adaptations to the Curriculum Teaching and Learning Environment**

Adaptations to the physical environment will be made, as appropriate, to accommodate children with other SENSory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

### **Children 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. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete a DAF 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. If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills or therapeutic interventions ie THRIVE. These are generally delivered by trained TAs who develop good, trusting relationships with the children. All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The federation has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

### **Children in Care:**

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

## **Pupil Voice**

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. Where appropriate we ask pupils to contribute to the setting of their own outcomes.

## **Transition Arrangements**

### *Transition into and within school*

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the pre-schools as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

### *Transition to Secondary School*

When your child transfers to secondary school education we hold transfer meetings with staff from the receiving school & arrange additional visits if necessary, with a TA known to your child, to prepare them appropriately for the change. This also ensures staff at the new school are fully aware of the special needs your child has. You will be made aware of these additional visits & have the opportunity to visit too. If your child has a statement or ECHP the secondary school of your choice will be invited to attend the review meeting in year 5 to start preparations early.

## **Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

## **Equal Opportunities**

The federation is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Signed: Head of School Date:

Signed: Chair of Governors Date:

Review Date: July 2019