

HEENE  
CHURCH OF ENGLAND  
PRIMARY SCHOOL



Together we love, grow and learn



Helping every child achieve their God-given potential

# SEND Policy

<b>Date Agreed:</b>	<b>December 2024</b>
<b>Review Date:</b>	<b>December 2025</b>

Revision Number	Date Issued	Prepared by	Approved	Comments
1	February 2024	SENDCo Laura Dobson		
2	December 2024	SENDCo Laura Dobson		

# Table of contents

<b>1. PURPOSE</b>	<b>PAGE 3</b>
<b>2. KEY ROLES AND RESPONSIBILITIES</b>	<b>PAGE 4</b>
<b>3. HOW WAS THIS POLICY CONSTRUCTED?</b>	<b>PAGE 4</b>
<b>4. CONTEXT</b>	<b>PAGE 4</b>
<b>5. AIMS AND OBJECTIVES</b>	<b>PAGE 5</b>
<b>6. IDENTIFICATION OF NEEDS</b>	<b>PAGE 6</b>
<b>7. A GRADUATED APPROACH TO SEN SUPPORT</b>	<b>PAGE 7</b>
<b>8. SPECIAL EDUCATIONAL NEEDS REGISTER</b>	<b>PAGE 7</b>
<b>9. ASSESS, PLAN, DO, REVIEW</b>	<b>PAGE 8</b>
<b>10.PARENTS AND FAMILIES INVOLVEMENT</b>	<b>PAGE 9</b>
<b>11.SEND PROVISION</b>	<b>PAGE 9</b>
<b>12.PUPILS WITH MEDICAL CONDITIONS</b>	<b>PAGE 10</b>
<b>13.MONITORING AND EVALUATION OF SEN</b>	<b>PAGE 10</b>
<b>14.TRAINING AND DEVELOPMENT</b>	<b>PAGE 10</b>
<b>15.STORING AND MANAGING INFORMATION</b>	<b>PAGE 11</b>
<b>16.COMMENTS, COMPLIMENTS AND COMPLAINTS</b>	<b>PAGE 11</b>
<b>17.LINKED POLICIES</b>	<b>PAGE 11</b>

## PURPOSE

- All stakeholders (pupils, staff and parents) know that Heene C of E Primary School's SEND provision is driven by the school's overall vision. We place our school values at the forefront of our inclusive practice :
  - **Kindness**
  - **Confidence**
  - **Resilience**
  - **Hope**
  - **Curiosity**
  - **Respect**
- The Trustees, Local Governance Boards and staff of the Trust will ensure that all pupils enjoy a broad, balanced and relevant education that meets individual needs.
- The fundamental objective of Heene C of E Primary School's SEND policy is to provide the supportive framework within which pupils requiring additional support are identified, assessed, assisted and monitored.

At Heene C of E Primary School, we respect the unique contribution that every individual can make to our community and have high aspirations for all to achieve their potential academically, socially and emotionally. At our school, every teacher is a teacher of SEND and we strive to be inclusive to all and allow all pupils to flourish.

We are committed to constantly improving the quality of the educational provision for pupils who experience barriers to learning. We aim to provide the best education for each pupil during their time in the classroom, lunchtime, extra- curricular, intervention programmes and off site visits.

We define special educational needs and disability (SEND) using the SEND Code of Practice 2015.

SEND stands for Special Educational Needs and/or Disability.

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- Disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Many children and young people who have SEN may have a disability under the Equality Act (2010) – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. Our school currently provides additional and/or different provision for a range of needs, which fall under the following four broad areas:

- **Communication and Interaction**, for example, Autistic Spectrum Condition, speech and language difficulties
- **Cognition and Learning**, for example, moderate and multiple learning difficulties, Dyslexia, Developmental Coordination Disorder (Dyspraxia)
- **Social, Emotional and Mental Health difficulties**, for example, attachment disorder, Attention Deficit Hyperactivity Disorder (ADHD)
- **Sensory and/or Physical needs**, for example, visual impairments, hearing impairments, epilepsy.

## KEY ROLES AND RESPONSIBILITIES

The Special Educational Needs Co-ordinator (SENDCo) has the day-to-day responsibility for the operation of SEND policy and is responsible for the co-ordination of specific provision made to support individual pupils with SEND, including those with an education, health and care plan (EHCP). Part of the role of the SENDCo is to coordinate arrangements with the school staff regarding those pupils with SEN and/or disabilities.

Role	Designated Staff
SENDCo and Inclusion Leader, Designated Teacher for Looked After Children, Pupil Premium, DSL	Laura Dobson <a href="mailto:sendco@heeneprimary.co.uk">sendco@heeneprimary.co.uk</a>
SEND Governor	N/A currently due to RAP Board
Heene Designated Safeguarding Leads:  DCAT Safeguarding Team:	Laura Turner- Designated Safeguarding Lead Vicky Collins- Deputy Safeguarding Lead Laura Dobson- Deputy Safeguarding Lead Phil Matthews- Deputy Safeguarding Lead  Dominique Lewis- Deputy Safeguarding Lead Stephen Barrett- COO and Deputy Safeguarding Lead Archdeacon Luke Irvine- Capel- Chair of the Trust Board Nick Wilkinson- Trustee Safeguarding Lead
Teacher responsible for Pupil Premium	Phil Matthews <a href="mailto:pmatthews@heeneprimary.co.uk">pmatthews@heeneprimary.co.uk</a> Laura Dobson <a href="mailto:sendco@heeneprimary.co.uk">sendco@heeneprimary.co.uk</a>

## HOW WAS THIS POLICY CONSTRUCTED?

This policy was created in February 2024. The policy reflects the statutory guidance set out in the SEND code of practice 2015. This policy can be accessed here: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> and a hard copy can be provided by the school on request. Please let us know if you need this to be made available to you in a different format e.g. enlarged font or a language other than English.

## CONTEXT

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2015 and has been written with reference to the following related guidance and documents:

- Equality Act (2010)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Accessibility Plan
- Teachers Standards (2012)
- SEN and Disability – a guide for parents and carers (2014)
- Keeping Children Safe in Education (2019)
- Working together to Safeguard Children (2018) As with all DCAT policies, there will be a consistent application of the policy and procedures which will take into account gender, race, disability, religion or belief, sexual orientation, pregnancy and gender reassignment.


## AIMS AND OBJECTIVES

## VISION AND AIMS

At Heene C of E Primary School we value our diverse community, we promote **kindness** and see pupils' differences as assets. Our school vision is reflected in our vision for pupils with SEND. Like in the parable of the Mustard Seed we value the growth and learning journey of every individual, encompassing **hope** and high aspirations for all regardless of their particular needs or starting point, enabling them to flourish and achieve their full potential. We are committed to constantly improving the quality of the educational provision for pupils with SEND, ensuring they are provided with inclusive and high-quality teaching, enabling them to make the best possible progress and feel that they are a valued member of the wider school community. Our aim is that all pupils become **confident, resilient** individuals who will be able to make a successful transition to the next phase of their educational journey and into adulthood.

We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points.


- Ambitious educational and wider outcomes will be set for them in conversation with the pupil and parents
- We will use our best endeavours to give pupils with SEND the support they need
- Our aim is that all pupils become confident individuals who will be able to make a successful transition to the next phase of their educational journey and into adulthood.







# Together we love, grow and learn

“...like a mustard seed, which someone took and planted in the field; it is the smallest of all seeds, but when it has grown it is the greatest of plants and becomes a tree, so that the birds of the air come and make nests in its branches.” Matthew ch13 v31-32

Our vision 'Together we love, grow and learn' is underpinned by the parable of the mustard seed. We believe that from the smallest of beginnings we can all flourish. Our Christian values of respect, kindness, confidence, resilience and curiosity help us to achieve our vision.



Vision	Together 	Love 	Grow 	Learn 
Value	Respect Hope	Respect Kindness	Confidence Resilience	Resilience Curiosity

### Aims:

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers at the centre.
- To develop effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities.

- To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, 2015.
- To develop a parent/carer forum/reference group to ensure effective communication and coproduction of policies and practice relating to pupils with SEND.

## IDENTIFICATION OF NEEDS

Within SEND there are four main areas of need:

Communication and Interaction:	Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
Cognition and Learning:	Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), where children are likely to need support in all areas of the curriculum, severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social, Emotional and Mental Health:	Children may experience a wide range of social and emotional difficulties that manifest themselves in many ways. These may include becoming withdrawn or isolated as well as displaying distressed, disruptive or unacceptable behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
Sensory and/or Physical Needs:	Some children require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI), or a multisensory impairment (MSI) will require specialist support and /or equipment to access their learning. Across St Columba Primary School, we will identify the needs of each pupil by considering the whole child, which looks at the individual beyond any special educational needs that they may.

## A GRADUATED APPROACH TO SEN SUPPORT

In our school, the following approaches may be used, often in conjunction with one another, in order to support children with SEND.

- High Quality Teaching
- The role of the class teacher will include providing differentiated expectations for all pupils and good quality personalised teaching. This is the first step in responding to pupils who may have SEND.
- 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.
- Monitoring the progress and outcomes for all pupils e.g. pupil tracking system and termly pupil progress meetings
- Careful and regular review of the quality of teaching for all pupils, including those at risk of underachievement.
- The use of INSET and training to develop teachers' understanding and repertoire of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

The school's SEND Information Report and **Support Roadmap**, which can be found on the website <https://www.heeneprimary.co.uk/web> provide additional information about how we support pupils with SEND to achieve their full potential. Any decision to make special educational provision is taken involving the teachers and SENDCo, considering all of the information gathered from within school about the pupil's progress based on their age and starting points. This will include:

- Accurate formative assessment
- Internal staff moderation of progress
- Specific assessments, as required (including external specialist assessments)

Where pupils have higher levels of need, we work in partnership with other specialist professionals and agencies to assess this need. This includes the Educational Psychologist, Learning and Behaviour Advisory Team (LBAT), Autism and Social Communication Team (ASCT), Early Years Advisory Team, Speech and Language Therapy Service, Occupational Therapy Service and School Nursing Team.

## SPECIAL EDUCATIONAL NEEDS REGISTER

Where a pupil has been identified as having special educational needs, Heene C of E Primary School will take action to remove barriers to learning and put effective provision in place. If, as a result of quality first teaching, the young person's progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the young person's previous rate of progress
- Fails to close the attainment gap between the young person and their peers
- Widens the attainment gap

The decision will be taken whether or not the young person needs to be placed on the SEND register under the category of SEN Support. More information detailing this process can be found in our school's SEND Information

Report and in particular the **Support Roadmap** which can be found on the website <https://www.heeneprimary.co.uk/web>.

This SEN support will take the form of a four-part cycle (see the diagram below):



## **ASSESS, PLAN, DO, REVIEW**

### **Assess**

We will ensure that we regularly assess all pupils' needs so that each young person's progress and development is carefully tracked. We will listen to the views and experiences of the young person and their parents/carers. In some cases, we will draw on assessments and guidance from other educational professionals.

### **Plan**

Where SEN Support is required, the teachers and SENDCo, with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the young person as well as the expected impact on progress and outcomes. Targets for the young person will be shared with them using appropriate language. All staff who work with the young person will be made aware of the plan. Parents will be asked to share in the monitoring of progress through having an overview of any learning at home. This plan will be known as an Individual Learning Plan (ILP) and Provision Map.

### **Do**

The class teacher is responsible for working with the young person on a daily basis. They will liaise closely with any staff who provide support set out in the plan and monitor the progress being made. The SENDCo will provide support, guidance and advice for the teacher and the additional adults working with the young person. All adults working with the young person will encourage them to be independent learners, developing their ability to deal with difficult tasks.

### **Review**

The plan, including the impact of the support and interventions, will be reviewed termly by the teachers, SENDCo, parent/carer and young person. Decisions will be taken in partnership with all involved. The termly review will



inform the planning of next steps or where sufficient progress has been made, removal of the young person from SEN Support. For pupils with an Education, Health, Care Plan (EHCP), the local authority must review the plan at least annually in collaboration with the school and other external specialists involved.

## PARENTS AND FAMILIES INVOLVEMENT

Parents/carers will be involved in meeting with the class teacher (at times this may include the SENDCo), each term, usually at a parents consultation meeting, and review the progress made by their child. Pupils may also be involved (depending on age and stage of development) in the process. Targets will be SMART (specific, measurable, attainable, relevant and timely) and written in child friendly language. This is a partnership approach between home and school. Parents can request a meeting at any point in the year, in addition to Parents' Evenings, by contacting the school.



## SEND PROVISION

SEND support can take many forms and could include:

- A tailored learning programme for the child
- Extra help from a teacher or teaching assistant
- Making or changing materials and equipment
- Working with the child in a small group
- Observing the child in class or at break and keeping records
- Helping the child to take part in class activities
- Making sure that the child has understood things by encouraging them to ask questions and to try something they find difficult
- Supporting the child at break times
- Supporting the young person with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- Time bonded interventions (interventions that are put in place for a specific amount of time and then assessed for their impact)
- Parents/carers reinforcing learning at home
- Training teachers and other support staff in how to support pupils with SEND
- Regular information sharing and development of strategies

Heene C of E Primary School's SEND Information report and Support Roadmap detail how the needs of pupils with SEND will be met in more detail.

## **PUPILS WITH MEDICAL CONDITIONS**

Heene C of E Primary School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Provision may include: individual healthcare plans, access to any spaces including changing and toilet facilities, training for staff. 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 may also have an Education, Health and Care (EHC) plan that brings together health and social care needs, as well as their special educational provision.

## **MONITORING AND EVALUATION OF SEN**

The quality of SEND provision is monitored in the following ways:

- We have support from the DCAT RAP Board
- SEND funding is monitored and reviewed termly
- The SEND policy is reviewed biannually by governors
- SEND provision is evaluated in school self-evaluation
- Opportunities throughout the year for data analysis means that SEND data is a contributory factor to the whole School Improvement Plan
- Any external audits e.g. SEND Monitoring visits by external consultants and OFSTED inspections
- SENDCo attends network and confederation meetings

## **TRAINING AND DEVELOPMENT**

As a school, we ensure that all staff keep up to date with developments in teaching and provision to meet the needs of pupils with SEND. Aspects may include:

- Audit of staff development needs
- In-house INSET and training for staff delivered by the SENDCo and others e.g. West Sussex specialist teachers, EPs, health professionals,
- Individual staff (teachers and support staff) will continue to develop specialist areas e.g. Makaton and Beach School
- Induction led by the SENDCo for new staff in school in relation to SEND policy and practice
- The SENDCo's own professional development e.g. attendance at SENDCo networks, courses, conferences and specialist knowledge and experience
- The school SENDCo is securing the NPQ SEND qualification.

## **STORING AND MANAGING INFORMATION**

All SEND information is be securely managed within the school's own data management system and confidentiality policy:

- Any paper documents are stored in a locked cupboard but most information is uploaded to pupil's individual SEND files on our secure SERVER.
- Documentation is stored for seven years after the child has left the school.
- Appropriate documentation is transferred when a child leaves the school.
- SEND information relating to individual children is stored pupil's individual SEND files on our secure SERVER.
- Any Safeguarding concerns with links to SEND are stored using the system MyConcern.

## **COMMENTS, COMPLIMENTS AND COMPLAINTS**

Should parents have any comments about SEND provision they should contact the SENDCo, Mrs Laura Dobson [sendco@heeneprimary.co.uk](mailto:sendco@heeneprimary.co.uk). Any parental complaints should be dealt with in accordance with the School's Complaints policy.

## **LINKED POLICIES**

- Teaching and Learning Policy
- Behaviour Policy
- Accessibility Policy and Plan
- DCAT Children with health needs who cannot attend school policy
- DCAT Support pupils with medical conditions
- Intimate Care Policy