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|  | <p>The Holme Church of England Primary School An Academy in The Good Shepherd Trust</p> <p>The Good Shepherd Trust, Larch Ave, Guildford, Surrey, GU1 1JY Tel: 01483 910210 Mob: 07899 987027</p> <p>Inclusion: Special Educational Needs and Disability Policy</p> |  |
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| Date | Review Date | Coordinator | Responsible Body |
|----------------|----------------|----------------|---------------------|
| September 2024 | September 2025 | Anna Hotchkiss | Good Shepherd Trust |

Compliance

The Trust and Governing Body (We) believe children have special educational needs, if they have a learning difficulty or disability which calls for special educational provision to be made for them. We believe that this Policy complies with the requirements set out in Section 1 (8) of the Academies Act 2010 and those laid out in the SEND Code of Practice 0 – 25 (September 2014; updated April 2020). The policy has been written with reference to the following documents:

- Equality Act 2010: advice for schools DfE Feb. 2013
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 & 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012.

The policy was initially created by the school's SENCo in liaison with the SEN Governor, SLT and school staff. Parents of pupils with SEND were consulted and opinions sought whilst the policy was in draft stages. Since being created this policy has been reviewed and updated on an annual basis by the Head teacher and SENCo through consultation with parent's local governing committee members and in conjunction with current D f E and LA guidance.

Vision and Values

The Holme Primary School is an inclusive school and committed to ensuring that every child's individual needs, interests and enthusiasms are taken into account when planning the curriculum. We firmly believe that every child should experience success and independence, and are included in all aspects of school life. Our firm Christian ethos underpins our determination to make sure every child is welcomed to our school, no matter their needs or disabilities and their needs are recognised and met in a caring and nurturing environment. As a values driven school, all of our children are encouraged to develop resilience, perseverance and a determination to reach their highest potential: we are ambitious for all pupils. Successes, in and out of school, are celebrated by the school community to help foster a strongly positive self-image and a firmly held belief that their mistakes are stepping stones on the path to learning.

We believe that high quality teaching and learning taking place in the classroom is the key to meeting the needs of all of our pupils, with further support by staff members trained in various programmes to address specific targets and strategies.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age: or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in similar schools

Special educational provision means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools, other than special schools
- for children under two, educational provision of any kind. (Education Act 1996)

When organising additional support it is very important that we provide children with Special Educational Needs or Disabilities with a broad and balanced curriculum, with regular access to all subjects and areas of learning. We believe that children with SEND should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We will ensure that teachers and teaching assistants (TAs/HLTAs) are fully prepared for meeting the needs of SEND pupils, by providing structured training on a variety of SEND issues. Teachers have overall responsibility for children's learning supported by teaching assistants who will be used effectively to provide the necessary support for children with Special Educational Needs or Disabilities within the classroom or as withdrawal groups.

We support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Aims

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

It is the aim of the school to provide every child with the best education possible. Our aim in setting out the school's SEND policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school ensuring equal access to learning. All members of the school are ambitious for pupils regardless of barriers to learning and will aim to ensure that SEND pupils make progress academically, socially and emotionally.

Objectives:

- identify pupils with SEND as early as possible and ensure that their needs are met
- have in place systems whereby teachers are aware of such pupils
- provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual

- ensure that all children feel included and appreciated for their contributions and positive attitudes when facing challenges
- be sympathetic to each child's needs by providing a strong partnership between children, parents/carers, governors, and outside agencies
- ensure all pupils make effective progress and realise their full potential
- ensure all pupils take a full and active part in school life
- work with the Trust and other schools to share good practice in order to improve this policy
- Work within the guidance of the SEND Code of Practice 2014
- Provide a school SENCo who will work with the SEN Inclusion Policy
- Provide support and advice for all staff to continue professional development

Identifying Special Educational Needs

The SEND Code of Practice identifies four broad categories of need. The purpose of identifying pupils using these categories is to help work out what action the school needs to take and not to "label" pupils. The needs of the children will be considered in a holistic way which may include more than one identified area of need.

We recognise that other factors may impact on progress and attainment and these will be considered when planning for all of our pupils.

Additional factors may include: Attendance and Punctuality, Health and Welfare, E.A.L.

The four areas identified in the SEND Code of Practice are:

- communication and interaction
- cognition and learning
- social, emotional and mental health development
- sensory and/or physical and medical conditions

Early Identification: It is vital that pupils with SEND are identified at an early stage. Every teacher is responsible for identifying pupils with SEND. We will inform parents/carers at the earliest opportunity of the school's concerns and work together to ensure that appropriate SEND provision will be made for their child.

Assessment: It is essential that all teachers have the necessary observational skills to identify pupils with special educational needs at an early stage. Teacher observations, records from nurseries and information from parents/carers, provide an overall picture of a child's problems and subsequent needs.

The school has established procedures for on-going diagnostic assessments and standardised tests. Every child's progress is discussed at least termly with the Head Teacher or Assistant Head Teacher and strategies identified for supporting the needs of each individual.

Intervention: As advocated in the SEN Code of Practice, once pupils have been identified as having SEN the school will intervene through a graduated programme of support. This support takes a variety of forms including: differentiated tasks within class, additional support provided as part of lessons in class, individual programmes of Precision Teaching delivered by TAs on a daily basis etc

A Graduated Approach to SEN Support

Class teachers provide high quality teaching with support in place to meet the varying needs of the pupils within the class. Consideration will be given to the preferred learning styles of the pupils and to their interests and enthusiasms. Teaching assistants support the learning in the classroom, working with individuals or groups as appropriate. The class teacher holds overall responsibility for providing a broad, balanced, cohesive and progressive curriculum and for managing the learning of all pupils in class. Where a pupil works with another member of staff, the learning remains the responsibility of the class teacher. The progress of each pupil in class is regularly reviewed by the class teacher and Head Teacher. Classroom and work monitoring takes place on a regular basis to ensure that teachers are fully supported in delivering high quality learning experiences for the pupils in their care.

If, despite high quality personalised teaching, a pupil does not make expected progress in class, the pupil will be identified by the class teacher (in discussion with the SENCo) as having SEN.

In those circumstances, the SENCo and class teacher will work together to plan an appropriate approach which may include:

- providing different materials or equipment
- using extra staff to work closely with the pupil
- group support
- working on a differentiated curriculum or timetable

Children may work on a SEND Learning Plan (SLP) where three of four individual targets, closely matched to the pupil's needs will be identified. The SLP will clearly state who will deliver the support needed to reach these targets and when they are expected to be achieved. Pupil and parent views will be sought and their input and contributions included. The SLPs will be reviewed on a termly basis, progress recorded and, if appropriate, new targets set.

Advice and support from external agencies and professionals may be sought if reviews show that despite receiving targeted interventions and additional support pupils: -

- have made little or no progress
- are working significantly below age related expectations.
- still face difficulties in developing literacy and numeracy skills
- present persistent emotional and social difficulties
- have sensory or physical difficulties which require additional specialist equipment and advice from specialists
- have communication or interaction problems which prevent the development of social relationships

If the LA determines that the child requires provision beyond what the school can offer, an Education, Health and Care Plan (EHCP) will be put into place. This EHCP will:

- outline details of the assessment of the child's special educational needs
- state the special educational provision which will be made to meet those needs
- identify the type of school which would be appropriate to make such provision
- identify either the school which it considers to be suitable or the school for which the parents have expressed a preference
- state where the special provision is to be provided if otherwise than at school

Managing Pupil Needs on the SEN Register

The cycle of ASSESS-PLAN-DO-REVIEW will be followed by the class teacher for every pupil in class. Where a child is recognised as having SEND, the cycle will involve contributions from other members of staff, the parents and the child. Whilst the class teacher holds overall responsibility for the plan, all other contributors have a responsibility to carry out their tasks and report back to the class teacher on progress. As part of the class planning, recording and reporting it will be the class teacher's responsibility to keep the SLP's updated with progress. The SLP's will be included as part of the pupil progress meetings with the Head Teacher/SLT and in termly meetings with the SENCo. The Class Teachers will communicate with the parents of SEND pupils in order to gain their views and contributions towards the SLP.

There is a timetable for reviewing SLPs. The reviews involve the class teacher, SENCo, the Head Teacher and, as appropriate, teaching and learning assistants. Part of these reviews will involve looking at Pupil Progress information to evaluate the success of strategies in use and to discuss possible future strategies with a view to improving the progress of individual pupils.

As part of the ASSESS-PLAN-DO-REVIEW cycle, we will constantly monitor the SEN register and ensure only children needing additional or alternative teaching are included.

Supporting Pupils & Families

Information on support available locally can be found in the Local Offer section of the school's website. The SEND Information Report is also included on the website.

The Holme Primary is an inclusive, values led school which welcomes all children and families.

The Holme has an agreed programme of transition from nursery to Key Stage 1, from class to class and from primary to secondary school. The programme includes visits to the next class/school and preparatory work carried out in class.

Supporting pupils at school with medical conditions

Pupils with medical conditions are fully supported to enable them to participate in all school activities. Staff are aware of children with medical conditions and plan accordingly to ensure they receive the benefits of school trips, physical education etc. The school complies with its duties under the Equality Act 2010 and the SEND Code of Practice 2014 is followed. Where appropriate, children with medical conditions have a care plan and all staff are made aware of this through staff meetings and in-service training. Training is provided for all staff to enable them to deal with any situations which may arise because of a medical condition.

Further information may be obtained by reading the Administering Medicines Policy, the Intimate Care Policy and the Supporting Pupils With Medical Conditions Policy.

Monitoring and evaluation of SEND

There is an established programme of half termly pupil progress meetings where each class teacher meets with the Head Teacher to discuss attainment. The SLT regularly sample children's work and evaluate marking and feedback given. There is a programme of classroom observation in place. Class planning is monitored by the SLT. Subject

Leaders scrutinize children's books and class planning and the curriculum is a regular item for discussion on staff meeting agendas.

Training and Resources

Fortnightly meetings with the SENCo and Teaching Assistants provide opportunities to disseminate information and discuss training needs. Information on training and development opportunities is passed on to teaching staff at staff meetings and on the staff notice board.

Training needs are identified during the appraisal meetings as part of the Staff Development Programme. They may also be identified when there are staff changes or when new pupils join the school population.

Roles and Responsibilities

Role of the Governing Body

The Governing Body has delegated to the Effectiveness Committee to:

- appoint a member of staff to be the SEND Coordinator
- delegate powers and responsibilities to the Headteacher to ensure all school personnel are aware of and comply with this policy
- ensure that provision of SEND is of a high standard
- have regard to the Code of Practice when undertaking its responsibilities;
- report annually to parents/carers on the effectiveness of the school's SEND policy
- ensure funding is in place to support this policy
- ensure this policy and all policies are maintained and updated regularly
- ensure all policies are made available to parents/carers
- ensure the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

- ensure all school personnel, pupils and parents/carers are aware of and comply with this policy
- ensure that the daily management of SEND provision is effective
- work closely with the SENCO and other teaching and support staff
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of special educational needs
- inform parents/carers when special educational needs provision has been made for their child
- monitor the effectiveness of this policy
- annually report to the Governing Body on the implementation and development of this policy

Role of the Special Needs & Disabilities Co-ordinator (SENCO)

- work with the Headteacher to oversee the day to day provision for pupils with SEND within the school
- lead the development of special educational needs throughout the school
- provide guidance and support to all staff
- organise and manage the team of Learning Support Assistants
- help to prepare and keep up to date Learning Support Plans
- track the progress of children with SEND

- organise training for school personnel
- keep up to date with new developments and resources
- liaise with parents
- organise annual reviews
- meet with outside agencies
- work with feeder or transition schools
- review and monitor
- annually report to the Governing Body on the implementation and development of special educational needs

Role of Teachers

- be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them
- comply with all aspects of this policy
- deliver the individual programme for each special educational needs pupil as set out in their LSP
- develop SLP's for SEND pupils by working closely with the SENCO and support staff
- be aware of changes to legislation and practice as defined in the SEND Code of Practice 2014
- undertake appropriate training

Role and Rights of Parents/Carers

- be encouraged to work closely with the school in order to develop a partnership that will support special educational needs pupils
- to take part in the review of SLPs
- to attend annual reviews

Role and Rights of Pupils

We encourage pupils with SEND to understand their rights and to take part in:

- assessing their needs
- devising their SLP
- setting learning targets
- the annual review

Storing and Managing Information

All information is in a locked filing cabinet within the SENCo room and electronic copies held on the server, accessible only with a password. Class teachers have their own copies of any SLPs which they annotate as the term progresses. We follow our procedures as set out in the GDPR/Data Policy.

Reviewing the Policy

The effectiveness of the SEND provision provided by the school will be undertaken annually by the Governing Body.

A review of the SEND policy document is undertaken every two years. It is a working document and is kept under constant review.

Accessibility

See Accessibility Policy.

Dealing with Complaints

Parents who have a grievance or complaint about the nature or amount of special needs that their child receives should ask for a mutually convenient meeting with the school in order to resolve the issue.

The school also has a Complaints Policy and a Procedures document which sets out the steps to take in the event of an issue arising.

The Trust has in place 'arrangements with a view to avoiding or resolving disagreements between parents and the school about the special educational provision made for their child.' (SEN Code of Practice)

Bullying

The Holme has a Positive Behaviour Policy and an Anti-Bullying which are available on the school website or from the office. The school's behaviour policy promotes being 'Ready, Respectful and Safe' where pupils are encouraged to show respect, compassion and consideration to all. Any issues arising are dealt with by the appropriate member of school staff and the children are talked through the problem using the ideas of restorative practice.

Online Safety is taught throughout the school and, this year, will be the basis of a focus day where all activities relate to how to use the internet safely and responsibly.

Promotion of this Policy

The school SEN team may be contacted through the school office during normal working hours.

The SEN Information Report can be found on the school website alongside all the policies referred to in this document.

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| Headteacher: | Sarah Stevenson | Date: | September 2024 |
| Chair of the Local Governing Committee | Alex Kemp | Date: | September 2024 |