The Federation of Stoke Hill Schools

Special Educational Need & Disability (SEN&D) Policy

2019- 2020

Context	
This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to; • The SEND Code of Practice: 0 to 25 years, July 2014 • Part 3 of the Children and Families Act 2014 and associated regulations	
Governor responsible for SEN:	Vanessa Newcombe
Headteacher:	Sarah Mackay, Roy Souter
SENCo:	Kelly Walton (Stoke Hill Junior School) Gill Holmyard (Stoke Hill Infant and Nursery School)
SENCo Qualifications:	SENCO Award SENCO leads the Federation Inclusion Team
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This policy will be reviewed annually	
Review due: November 2020	**Governor reviewed:**

Special Educational Needs and Disability (SEND) Policy

This policy aligns with our teaching and learning policy and equality of opportunity policy. It aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Coordinator (SENCo). The Governing Body, Headteacher and SENCo will work together to ensure that this policy is working effectively.

High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something ***additional to*** and ***different from*** what is provided for the majority of pupils; this is special educational provision. The Federation of Stoke Hill Schools will use our best endeavours, within the resources available, to ensure that provision is made for those with Special Educational Need and Disability (SEND). We will ensure that staff can identify and provide for pupils with SEND so they can participate in the activities of the school.

The staff and governors of the Federation of Stoke Hill Schools aim for all SEND pupils to reach their full potential, to be fully included within the school community and to be able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that:

- ***All teachers are teachers of Special Educational Needs.***
- ***Every teacher is responsible for the progress and development of SEND pupils in their class, even where there is access to a Teaching Assistant, intervention or specialist staff.***
- **SEND pupils can be supported by resources, targeted intervention and, occasionally, by designated Teaching Assistant support.**

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children's services and all other agencies.

School Admissions

At the Federation of Stoke Hill Schools we aim to meet the needs of all pupils. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision to children accepted on roll.

Aims and Objectives

Aims

To provide the structure for a pupil-centered process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

Objectives

The SEND Policy of the Federation of Stoke Hill Schools reflects the principles of the 0-25 SEND Code of Practice (2014). The aims of this Special Educational Needs and Disability policy are:

- To ensure the Equality Act 2010 duties for pupils with disabilities are met,
- To enable pupils with Special Educational Needs to have their needs met,
- Wherever appropriate, to take into account the views of the pupils with SEND,
- To encourage good communication and partnerships with parents/carers of children with SEND,
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with Special Educational Needs,
- In conjunction with the "Supporting Children with Medical Conditions" policy, make arrangements to support pupils with medical conditions
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion, which is underpinned by 'Quality First' teaching for all learners, drawing on a range of effective differentiation methods,
- Employ a collaborative approach with learners with a SEND, their families, staff within school, other external agencies including those from Health and Social Care,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the school and local learning community,
- Make efficient and effective use of school resources,
- Have regard to the SEND Code of Practice (2014) for the identification, assessment, support and review of special educational needs,
- Regard guidance detailed by the Local Education Authority, Devon County Council.

Identifying and supporting Special Educational Needs & Disabilities

Definition of SEN

Pupils have Special Educational Needs if they have a learning difficulty or disability which calls for special education provision to implemented, ***which is additional to or different from*** that normally available in a differentiated curriculum. ANY School regards pupils as having a Special Educational Need if they:

a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
c) A child under compulsory age has Special Educational Needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Federation of Stoke Hill Schools will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND. These pupils will be provided with resources, targeted intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This might be on an ongoing basis or for a limited time. Where children are involved in targeted intervention or have designated support, parents will be informed.

Many pupils with sensory and/or physical disabilities may require adaptations/reasonable adjustments made, under the Equality Act 2010. The SENCO conducts an Accessibility Audit to ensure the environment is appropriate, safe and conducive to learning.

Areas of Special Educational Need

Under the SEND Code of Practice 2014 pupils identified as having a Special Educational Need and Disability (SEND) will be considered within one or more of the following categories:

Cognition and Learning

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other Special Educational Needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of Dyslexia (reading and spelling), Dyscalculia (maths), Dyspraxia (co-ordination) and Dysgraphia (writing).

Learning difficulties cover a wide range of needs, These include; Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to Profound and Multiple Learning Difficulties (PMLD). Children with PMLD are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing 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.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

Communication and Interaction needs

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 because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children on the Autistic Spectrum, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, Language and Communication Needs (SLCN)
- Autism (including Asperger Syndrome, Semantic Pragmatic Disorder and Pathalogical Demand Avoidance)

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. These difficulties can be age related and may fluctuate over time.

Many children with Vision Impairment (VI), Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a Physical Disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including being Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

A Graduated Response to SEND

Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom at a universal level. A record is kept of strategies used. Where concerns persist pupils are referred by the class teacher to the Federation Inclusion Team.

How we identify and support pupils with SEND

All pupils' attainment and achievements are monitored by their teacher who is required to provide Quality First teaching and differentiated learning opportunities. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress, despite support and high quality teaching, the class teacher will request advice from teaching colleagues and/or refer to the Stoke Hill Federation: Graduated Response Tool. However, if changes to practice have a minimal impact, the class teacher will refer to the Federation Inclusion Team (see Appendix A: Stoke Hill Federation SEND Pathway). The Inclusion Team comprises: Our Federation SENCO's, the Federation Educational Support Worker, Head teachers and the Deputy/Assistant Heads who meet on a regular basis.

Once children are discussed at the Federation Inclusion Team, a clear way forward, based on a multidisciplinary discussion will be mapped and shared with the Team Around the Child. In some cases it may be necessary to seek advice from an external agency, such as a specialist teacher or Educational Psychologist (EP). This will always involve discussion and consent is always obtained by the pupil's parents/carers.

When considering whether a pupil has a Special Educational Need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Assess, Plan, Do and Review

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers and implementing effective special educational provision. This **SEND support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review.**

For pupils with low level Special Educational Needs the cycle of **Assess, Plan, Do** and **Review** will fit into the regular termly assessment and planning cycle for all pupils. These are known

as Pupil Achievement Meetings. For those pupils with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates may be set.

Graduated Response

Assess

- In identifying a pupil as needing **SEND support** the class teacher, working with the Federation Inclusion Team lead person or SENCo, should conduct an 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.
- 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 where appropriate and, if relevant, advice from external support services. Where children require the involvement of several professional agencies, a Team Around the Family (TAF) meeting might be organised. In this instance a child's needs and desired outcomes will be planned and recorded using the Graduated Response documentation. The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to review the plan. A TAF can be lead by any relevant professional.
- 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 SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan

- Parents/carers, with their child, will meet with the class teacher and/or 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 the Graduated Response documentation with a date to review the plan. The date for review will depend on the level of need present.
- The plan will clearly identify the areas of needs (across home and school), the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required. A copy of this will be circulated to the Team Around the Child (TAC)
- 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 plan will usually involve a contribution by parents/carers, as well as any relevant professionals, to reinforce learning at home.
- Where appropriate, the plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
- **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 –**

Do	• 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 Federation Inclusion lead person or 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 –**
Review	• The plan will be reviewed on the date agreed. This review will evaluate the impact and quality of the support and interventions and, wherever appropriate, will 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 TAF 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 (further) involvement and advice from a specialist or external agency. The school will first gain consent from parents/carers.

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 with the TAC the pupil will be removed from the schools SEND register.

Statutory Assessment of Needs (EHCP)

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 Plan (EHCP) needs assessment. The evidence gathered through the Graduated Approach will help the Local Education Authority (LEA) in determining whether this statutory assessment of needs is required.

Where a pupil is awarded an Education Health and Care Plan (EHCP) additional funding might be provided. This is set at three levels and helps to enable the school to facilitate provision, resources and sometimes designated support. The EHCP will be reviewed every twelve months as a minimum. The Federation of Stoke Hill Schools will hold annual review

meetings on the behalf of Devon LEA and submit the appropriate paperwork for this process.

At the Federation of Stoke Hill Schools 'Team Around the Child' (TAC) meetings are scheduled on a termly basis for all children who have an EHC Plan

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 Graduated Approach 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 half termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Pupils and Families

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.

To help parents/carers support their child's development, we endeavour to provide parents/carers with the relevant information so they can reinforce learning in the home.

At the Federation of Stoke Hill Schools 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.

The SENCo will meet with Parents/carers through the context of TAC/TAF meetings and EHCP reviews. The SENCO is also happy to meet with Parents/carers of a child with SEND, upon request, whenever possible.

DIAS
Parents/carers are encouraged to seek help and advice from various organisations, including Devon Information Advice and Support (DIAS) www.devonias.org.uk DIAS is a voluntary organisation and is able to provide impartial and independent advice, support and information relating to various aspects of Special Educational Needs and Disabilities.

Local Offer
Parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/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.

Max Card
Devon County Council offer children and young adults with SEND a MAX card which provides discounts for various attractions.
For more information visit www.mymaxcard.co.uk
Parents and carers of children up to 16 with SEND might also be eligible for Disability Living Allowance (DLA). For support and advice contact www.cabdevon.org.uk

Children in Care:

When a child is in care, the carers are afforded the same rights and responsibilities as parents. The Federation of Stoke Hill schools have a designated a member of staff and a governor for Looked after Children (LAC).

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. We encourage all pupils to contribute to the setting of their own outcomes.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. The schools SEND Information report details which agencies the school have worked with in the last 12 months. This report can be found on the school website and is updated annually.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be especially challenging for some pupils with SEND. We endeavour

to make sure these transitions are carefully and sensitively managed to provide continuity of high quality provision and reassurance to pupils and families.

Training and Resources

Allocation of resources

- Resources are allocated to support children with identified needs
- Each year we consider our allocation of human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, specialist resources, equipment and occasionally support from a Teaching Assistant (TA) to provide focused intervention in groups, or for individuals.

Continuing Professional Development (CPD) for Special Educational Needs

- School staff participate in training sessions where Quality First Teaching is addressed.
- Staff are appraised of SEND updates, information pertaining to specific SEND children and reports from professional agencies
- All teaching staff are given directed 'handover' time during the Summer Term to share SEND information relating to their existing class
- Teaching staff/Teaching Assistants participate in TAF meetings wherever appropriate/feasible
- Teaching Staff/Teaching Assistants sometimes liaise with external agencies regarding the implementation of programmes of work e.g. physiotherapy
- The SENCO and other SLT members provide regular Continued Professional Development to staff focusing on specific aspects of SEND
- All staff have regular CPD meetings. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.
- Teaching Assistants have annual appraisals
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available for all staff in school. We recognise that some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

Funding

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the

school can submit a request for an Educational Health Care Plan. **This sometimes** results in additional funds being provided.

To obtain additional funds, the school must outline i) how it has spent it's budget to date ii) the impact of additional expenditure and iii) why further additional funding is required/ how it would be used. If agreed, additional 'top-up' funding is paid from the local authorities high needs block into the schools budget.

Personal Budgets

Personal Budgets are **only** available to pupils with an Education, Health and social Care Plan (EHCP) or pupils who are currently undergoing a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions. Parents/carers who would like to enquire further about using the personal budget should speak, in the first instance, to the SENCO. They can also consult with the 0-25 Team at Devon County Council and DIAS.

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 stipulated 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 coordinating SEN provision – the SENCO.
- inform parents/carers when they are making special educational provision for a child
- 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 SEND. 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.

The Federation Inclusion Team

This team provides a cross Federation, multi agency response to Inclusion Team referrals where the "big picture" for a pupil can be shared and discussion about the most effective ways forward to meet their needs are agreed.

SENCO:

In collaboration with the Headteacher and governing body, the Special Educational Needs Coordinator (SENCO) determines 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 implementation of the SEND policy and co-ordinates the provision for individual children, working closely with other Inclusion Team members, staff, parents/carers and external agencies. The SENCo provides relevant professional guidance to colleagues with the aim of securing Quality First 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 and Teaching Assistants so that learning for all children is given equal priority.

The principle responsibilities for the SENCO include:

- Overseeing the day to day implementation of the SEND policy
- Coordinating provision for SEND pupils and reporting on progress
- Advising the Inclusion Team regarding a graduated approach to providing SEND support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs
- Monitoring relevant SEND CPD for all staff
- Overseeing the records of all children with Special Educational Needs and ensuring they are updated
- Liaising with parents/carers of children with Special Educational Needs
- Contributing to the in-service training of staff
- Being the 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
- Updating staff on changes to SEND practice/policies
- Organise (and lead-where lead professional) TAF meetings
- Refer children to external agencies
- Request Educational Health Care Plan for children where needs are significant and require more of a specialist, personalised approach
- Organise specialist resources for children with SEND
- Liaise with prior/ proceeding educational establishments to ensure a smooth transition

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

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 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 Graduated Response documentation. For those pupils with an Education, Health and Care (EHC) plan 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 on 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.

Children in Hospital

The SENCO will liaise with other agencies and other relevant professionals e.g. hospital staff, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

SEND Information Report

The Federation of Stoke Hill Schools devises an SEND Information Report, which is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Monitoring and Accountability

Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users as the school is only on a ground floor level and has disabled toilet facilities. At the Federation of Stoke Hill Schools we work hard to develop our accessibility and the accessibility plan, detailing how this is being developed, can be accessed from the school website.

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/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf)

Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the Federation of Stoke Hill Schools Complaints Policy.

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.

Adopted by Full Governing Board November 2014

Review due November 2020

Appendix 1

Stoke Hill Federation SEND Pathway (Nov 2019)

