Preston Primary SEND Policy

Review frequency	*Annual*
Reviewed	*Sept 25*
Next Review	*Sept 26*

Leadership and management of SEND

Head of school	Melissa Oliver
SENDCO, DSL, Pastoral and ASC Provision Lead	Jane Stead
Designated Teacher and Deputy DSL	Alice Pettitt
SEMH Support Assistant	Lisa Shepherd
SEN/Safeguarding Governor	Keeleigh Treleaven

This policy has been written with regard to legislation and guidance:

Special Educational Needs and Disability code of practice January 2015: 0 to 25 years
Keeping Children Safe in Education September 2021
The Children and families Act 2014
The Equalities Act 2010
Health and Social Care Act 2012
Mental Capacity Act 2005
The Special Educational Needs and disabilities regulations 2014 regulation 51 and schedule 1.

What is Special Educational Needs?

The Special Educational Needs and Disability Code of Practice: 0-25 years (May 2015) defines SEN as: "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of 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."

Aims

At Preston, we work hard to ensure all children receive quality teaching and learning opportunities that are inclusive and accessible to all within a friendly and nurturing school setting. Our aim is to create a love of learning for all children, to guide them to understand what it means to be a good citizen and to prepare them for a world of work that could be very different to one we know today.

At Preston Primary School we believe:

- All members of the school community have a responsibility to support the education of children with Special Educational Needs and Disabilities (SEND) and do everything they can to ensure they reach their individual potential as learners.

- All children with SEND should have access to a broad and balanced curriculum which is planned to ensure there are high ambitions for all children, allowing them to make as much progress as possible in all areas of their development.
- Providing all children, including those with SEND, with appropriate support so they can successfully integrate into a mainstream school setting and have opportunities to access all school activities.
- Reasonable adjustments and accessibility planning eliminates substantial disadvantage for all children, including those with SEND.
- Parents should be involved in identifying children's SEND needs and be part of the decision-making cycle when planning next step targets and provision.
- Seeking the views of children and including them, where is it developmentally appropriate, in developing strategies that support them is essential.
- In working in a multi-agency way, liaising with external professionals that are relevant to individual children with SEND.
- In following procedures set out in the SEND Code of Practice: 0-25 years (May 2015)

Role and responsibilities of the SENDCO

The SENDCO is responsible for:

- Overseeing, developing and reviewing the schools SEND policy and local offer,
- Co-ordinating the support for children with SEND and ensuring records or children's progress are kept,
- Ensuring all staff are aware of procedures for identifying and supporting children with additional needs,
- Providing specialist guidance and support to colleagues and delivering whole school training where applicable, so all staff can help children achieve the best progress possible,
- Working closely with parents/carers, staff and people from external agencies to support children's academic, communication, emotional and physical development e.g. Speech and Language Therapist, Education Psychologist, advisory teachers, medical specialists etc,
- Liaising with early years providers, other schools and providers of education beyond Year 6 to ensure smooth transitions are planned,
- Advising on the schools dedicated budget and other resources to meet children's needs effectively, • Reporting to the Academy Trust Directors.

Role and responsibilities of the Class Teacher

The class teacher is responsible for:

- Planning and reviewing support for their children with SEND in collaboration with parents/carers, the SENDCo and, where appropriate, the pupils themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Plan lessons and targeted interventions to address potential areas of difficulty, ensuring barriers to learning are removed and every child with SEND is able to experience success; making progress in all areas of the curriculum from their individual starting points.
- Be responsible and accountable for the progress and development of the children in their class, including those children with SEND.
- Keep the SENDCo up-to-date with any changes in behaviour, academic developments and causes of concern.

Identifying and Managing Pupils with SEND

Through class-based assessments and observations of learning, teachers will identify children needing extra support in specific areas, pupils may be identified as a 'SEND concern' and parents will be made aware that their child is receiving universal and/or targeted intervention support. At this point, it is the class teacher's responsibility to consider any modifications which need to be made to the curriculum, or strategies to be put in place to support the child. This may be done with advice from the SENCO or other members of the teaching team.

At Preston, we recognise that special educational needs and disabilities can affect a child or young person's ability to learn and can significantly impact on one or more areas of need, this might include:

- **Cognition and Learning**: delayed progress in curriculum subjects which may be due to specific learning difficulties in working memory, reading, writing and maths skills,
- **Social, Emotional and Mental Health**: different levels of understanding emotions, ability to work with others or to make and maintain positive friendships,
- **Communication and Interaction**: impaired concentration levels, understanding of spoken and non-spoken language, ability to initiate or maintain a social interaction or speech sound development,
- **Physical and Sensory**: a child's sensory sensitivities, fine and gross motor skills or physical and mobility impairments.

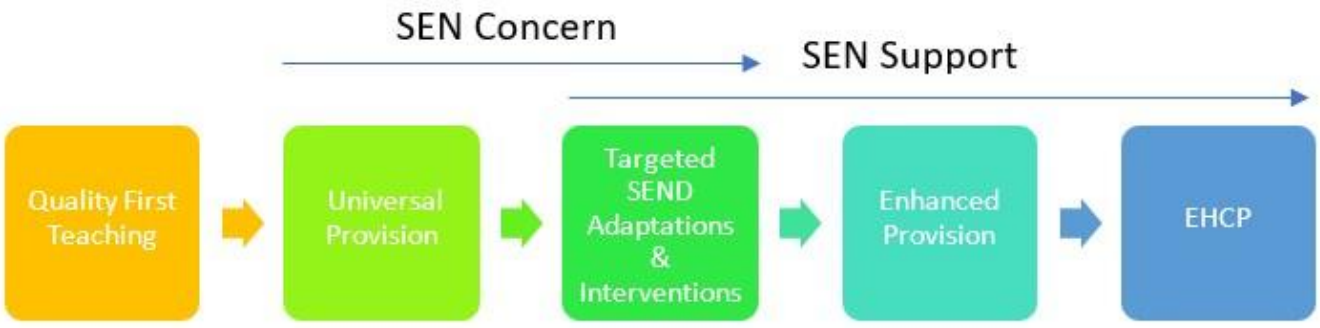
These may present with a varying degree of difficulty, depending on the child's unique profile of abilities. At Preston Primary School, we aim to respond to these needs as early as possible and promote independence in children through our core values. Additional provision will be kept under constant review as our aim is to build the child's independence and resilience, so they do not become over-reliant on constant adult intervention and start take ownership of managing the challenges they experience.

Where it is decided a child has a SEND, they will be added to the school's SEND register as needing SEN Support. An Individual Target and Provision (T & P) map will be written for the child and reviewed in collaboration with the class teacher, parents and supporting professionals (where applicable), using an 'Assess, plan, do, review' graduated approach. At this stage, we will actively seek to involve children and their parents in discussions about strategies and interventions which could meet their SEND. At times children are involved in creating their own One-Page Profile where they are supported to identifying what is important to them, and recognising their strengths, positive attributes and how they like to be supported.

SEND Support children who have an EHCP, will have their needs reviewed annually in addition to the termly update meetings with teachers.

Graduated Response- Assess, Plan, Do & Review Cycle

Our SEND pathway integrates the graduated response at each stage to ensure that SEND needs are supported.



Assess

Teachers and support staff will continually assess and analyse a child's needs using assessment, experiences of working with the child, previous progress, attainment, parent's views and the child's views themselves. If other external agencies are already involved, their work and assessments will help inform the next steps. At this stage, barriers to learning can be identified and interventions considered to match the need/s. This stage allows the interventions in place to be developed and evolve as required to meet the child's current needs.

Plan

The planning stage will involve discussions between teachers, support staff, SENDCO and parents to agree adjustments and interventions that are necessary. A clear date of review will be set and the intended impact that the support put into place will be agreed. This will be shared with all individuals working with the child, including the approaches, strategies and resources that are to take place and the intended outcomes.

Do

Class teachers will remain responsible for children with additional support on a day to day basis. Even if their interventions are delivered outside of the classroom in groups or 1:1. Continual discussions between support staff and teachers will happen to discuss the impact of the support in place and plan next steps.

Review

The quality, effectiveness and impact of provision put in place is evaluated least termly. This stage will review the progress and/or impact of the support that has been put into place. The views of parents and pupils will also contribute to the reviews where applicable. The class teacher, with support from the SENDCO, will adapt the support (if necessary) based on the progress made and development.

This cycle continues to support children in making progress from their start to end points and/or to meet age-related expectations. When a child achieves age-related expectations or no longer requires additional support, they are removed from the school's SEN register. If there is little or no movement in the child's progress, we may seek further specialist assessment from external agencies and may eventually lead to an application for an Education, Health and Care Plan (EHCP).

Supporting Children with Medical Conditions and Disabilities

Under the Equalities Act (2010) a condition which is long term (defined as a year or more) is considered to be a disability. This would include children with a hearing or visual impairment or long term health condition such as asthma, diabetes, epilepsy or cancer. Sometimes, in the instance of a child having a medical condition, the Health Service may create an individual health care plan (IHCP) and the school will coordinate this provision to best meet the needs of the child. These children may be held at SEND Support or have an EHCP depending on how significant the disability or medical condition is and also how able the child is to manage that need. In these cases, the SEND Code of Practice (2014) is followed. This process will allow the school to plan ahead in order to prevent disadvantage or

discrimination. We will always endeavour to make reasonable adjustments and provide resources that will allow a child to flourish and succeed.

Supporting Families and Children

Families need to contact the class teacher in the first instance to seek advice and support. The SENDCO and Pastoral Team can also provide support, guidance, and advice to families too. Where a need is identified, the SENDco and/or Pastoral Team will explore in house support that can be offered or signpost parents to relevant external services within the local area. Parents are also encouraged to seek advice from SENDIASS (Special Educational Needs and/or Disabilities Information, Advice and Support Service for Torbay). It is a free and confidential advice service supporting parents with children aged 0-25 with SEND. They can be contacted on 01803 210371 or by email on info@sendiasstorbay.gov.uk.

Where parents and carers feel that a situation has not been dealt with effectively, they will need to follow the MAT complaints policy which can be found on the school website. We are happy to listen to and reflect upon the suggestions and views of parents and would always encourage them to come and talk to us.

In addition to our SEND policy, our school's 'SEND Information Report' can be found on our school website following the policy link Preston Primary School Academy - Special Educational Needs and Autistic Provision

Further information and guidance for parents can be found on the Torbay SEND website: Special educational needs and disability (SEND) - Torbay Council

Multi-Agency Approach

At Preston we work closely with all partner agencies to promote quality outcomes for all children. Within Torbay we have excellent links with the authority SEND team and make very good use of their expertise. Children on the SEND Support register are regularly discussed, where applicable, with the Educational Psychologists employed by Torbay Council and with a range of other professionals such as paediatricians and speech and language therapists, specialist advisory teachers and specific organisations/charities with parental permission. This helps us to be clear about what the child's needs are and whether there is anything else we need to put in place.

We invite a member of the Torbay SEND Team to a number of annual reviews. Alongside this, all of our annual reviews are monitored, and feedback is given by the Torbay SEND Team. The directors of the trust also monitor SEND provision at least termly. Where we need to work with different Local Authorities, we will tailor our approach to meet expectations set out by each authority system. Wherever possible, we will always look to hold multi agency meetings as this is the most efficient way of getting to the crux of the child's needs. However, if some external professionals are unable to attend meetings, we will always ask for a report to be written so their views can be considered.

Safeguarding

Safeguarding children with SEND requires understanding, forethought and reflection. We recognise that these children can be more vulnerable to potential real-life or online harms and have limited abilities to recognise or communicate these to their trusted adults. Close links with families, keeping an open dialogue between all staff and knowing the child well is essential to ensure the best outcomes are secured for a child with SEND and that their physical safety, dignity, rights and emotional well-being are upheld.

Linked Policies

The policy links to the following policies and plans on our School and Trust website:

The School SEND Information Report

Attendance
Medications
Intimate Care
Equality and Diversity
Admissions
Safeguarding
Behaviour
Complaints
Whistleblowing
Teaching and Learning

E-Safety