

Special Education Needs and Disability Policy (SEND)	
Related Policies	<p>SEND Information Report</p> <p>Accessibility Report</p> <p>Child Protection Policy</p> <p>Managing Medical Needs Policy</p> <p>Equality Statement</p> <p>Pupil Premium</p>
Reporting Requirements	<p>The school has a designated SEND Governor, who works with the SENDCo on a regular basis to monitor and evaluate provision and procedures.</p> <p>Reports on pupil progress are made to the SEND governor three times per year (terms 2, 4 and 6).</p>
Policy updated by	<p>Suzy Pritchard - SENDCo (Special Educational Needs & Disabilities Coordinator)</p>
Approved by	<p>Grant Swarbrooke (Headteacher)</p>
Ratified by	<p>Governors</p>
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Signature Chair of Governing Body	
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1. COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2014 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report

The policy has been created by the school's SENDCo/SEND team in consultation with the SEND governor, senior leadership team, all staff and parents of pupils with SEND.

2. DEFINITIONS

A pupil has special educational need (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
- A 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally available for other children or young people of the same age by mainstream schools.

3. SCHOOL VISION FOR SEND

Swainswick Church School is a rural mainstream setting. We are highly committed to offering an inclusive curriculum to ensure the best possible attainment and achievement for all pupils whatever their needs and abilities. The school seeks to identify and remove barriers to learning. We aim to enable every child to learn as effectively as possible based on a good understanding of their strengths and areas of need. We want each child to enjoy his or her learning and to provide a firm foundation for life-long learning. All children with SEND are valued and respected as equal members of our school and we work hard to ensure that all children have a high sense of self-esteem.

Please see our school accessibility plan for further information and plans for the future concerning the challenges for persons with physical disabilities on this hillside school site.

Our SEND policy:

- **Sets out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)**
- **Explains the roles and responsibilities of everyone involved in providing for pupils with SEND**

4. AIMS

In line with the SEND Code of Practice we acknowledge '**every teacher is a teacher of SEND**':

- Providing every child with access to a broad and balanced education.
- Promoting independence, equality and consideration of others.
- Ensuring that we celebrate the wide range of pupil achievements.
- Equipping pupils with the skills and attributes necessary for adult life.
- Working in partnership with parents/carers.

Our objectives are to:

Identify the needs of pupils with SEND as early as possible.

This is most effectively done by gathering information from parents, education (feeder schools or early years settings) and health and care services prior to the child's entry into the school. Where needs have not been previously identified, staff have an obligation to report observations or concerns to the SENDCo at the earliest opportunity. The BANES Graduated Response to SEND Support is a document produced by BANES Local Authority which staff currently use to identify SEND. Additional assessment tools may also be used to identify specific needs.

Monitor the progress of all pupils in order to aid the identification of pupils with SEND.

Regular monitoring of all pupils including those pupils with SEND by their teachers helps to ensure that they are able to reach their full potential in line with the Assess-Plan-Do-Review recommendations of the SEND (2014) Code of Practice.

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.

A graduated approach to support / interventions will be implemented to enable children to achieve clearly targeted outcomes where it is identified that they require additional support. This will be coordinated by the teacher with support from the SENDCo and will be carefully monitored and regularly reviewed to ensure that targets are being met and all pupils' needs are catered for.

Work with parents to gain a better understanding of their child's needs and to involve them in all stages of their child's education.

This includes supporting parents to understand SEND procedures and practices and providing regular feedback on their child's progress through regular formal and informal meetings.

Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.

Swainswick Church School has access to SpLD (specific learning difficulties) specialist support and THRIVE emotional support. The school also receives further specialist support from BANES support services including the School Nurse, Educational Psychologists, Child and Adolescent Mental Health Services (CAMHS), the Local Authority rainbow resource, the SENDCo forum and Bath & Wells Multi-Academy Trust resources. We also have the option to purchase additional support from Speech and Language Therapy, Occupational Therapy, Brighter Futures, and Autism Outreach. We aim to provide support, advice and training for all staff in school to ensure they feel confident in meeting the needs of all pupils.

Create a school environment where pupils can contribute to their own learning by offering all pupils the opportunity to voice their own opinions.

This is achieved by encouraging positive relationships and carefully monitoring the progress of all pupils at regular intervals including opportunities for pupils to voice their opinions on their learning and support needs. Pupil participation is promoted across the school, enshrined within our curriculum drivers and a sense of responsibility built through a 'growth mindset' approach to learning. Wider opportunities are also encouraged through participation in different aspects of school life (for example, membership of our School Council, Eco Club, affiliation with sports teams and opportunities to participate in a wide variety of clubs after school).

5. ROLES AND RESPONSIBILITIES

Responsibility for the coordination of SEND provision

- **The person responsible for overseeing the provision for children with SEND is Mr. Grant Swarbrooke (Headteacher).**
- **The person coordinating the day-to-day provision of education for pupils with SEND is Suzy Pritchard (SENDCo).**
- **The SEND link governor for the school is Sasha Taylor.**

5.1 - The Headteacher

The headteacher will:

- Work with the SENDCo/SEND team and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with Special Educational Needs and/or a Disability

5.2 - The SENDCo

The SENDCo will:

- Work with the headteacher SEND team and SEND governor to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC (Education, Health, Care) plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support, liaising with teachers, teaching assistants and practitioners about additional support in the classroom and interventions
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with providers of prior and future education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date including the SEND register, provision maps, one page profiles, SEND support plans and minutes of meetings

5.3 - The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

5.4 – The Class Teacher

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan, assess and review the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

6. SPECIALIST SEND PROVISION

Swainswick Church School is an inclusive school. In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

6.1 - Identifying needs

At Swainswick Church School children are identified as needing extra help in a variety of ways including:

- Liaising with pre-school or a previous educational setting
- Regular monitoring of attainment, progress and engagement through assessment and observation
- Listening to and acting on concerns raised by a teacher or parent
- The child asking for support

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The school will identify the four categories of SEND as set out in the SEND Code of Practice 2014 (Section 6.28 – 6.35).

Communication and Interaction:

Speech, language and communication needs (SLCN) include those where children have difficulty in speaking, understanding and communicating. This will include those with an autism spectrum disorder (ASD), such as Asperger's Syndrome and Autism.

Cognition and Learning:

This includes those children who learn at a slower pace than their peers even with appropriate differentiation. These needs include:

- moderate learning difficulties (MLD)
- severe learning difficulties (SLD)
- difficulties with mobility and communication through to profound and moderate learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties
- Specific learning difficulties (SpLD) affecting one or more aspects of learning, e.g. dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties:

This category encompasses a wide range of social and emotional difficulties, including underlying mental health difficulty such as anxiety and depression. This will cover those children who:

- become withdrawn and isolated
- display challenging, disruptive or disturbing behaviour

Also including:

- attention deficit disorder (ADD)
- attention deficit hyperactive disorder (ADHD)
- attachment disorder (AD)

Sensory or Physical Needs

Some children require special educational provision because they have a need or disability which prevents or restricts their use of educational facilities provided generally within the school, including:

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD) requiring on-going support and equipment to access all the opportunities available

6.2 - Consulting and involving pupils and parents

Swainswick Church School believes that a close working relationship with parents is vital to ensure accurate identification and assessment of SEND. A good working relationship supports correct intervention and provision and continuing social and academic progress of children with SEND thereby enabling personal success.

The SENDCo/SEND team and the class teacher will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Parents' concerns are taken into account
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parental views are considered and valued and we encourage parents to share information and queries with the school.

Pupil progress meetings, and parent evenings are used to monitor, assess and discuss the progress being made by all students. The frequency of these meetings is dependent on individual progress.

We will formally notify parents when it is identified that a pupil will receive SEND support.

6.3 - The graduated response to SEND support

The flowchart below represents the graduated approach to identification and support for children with SEND. The approach is simply described as: Assess – Plan – Do – Review, where barriers to learning are removed and effective special education provision put in place.

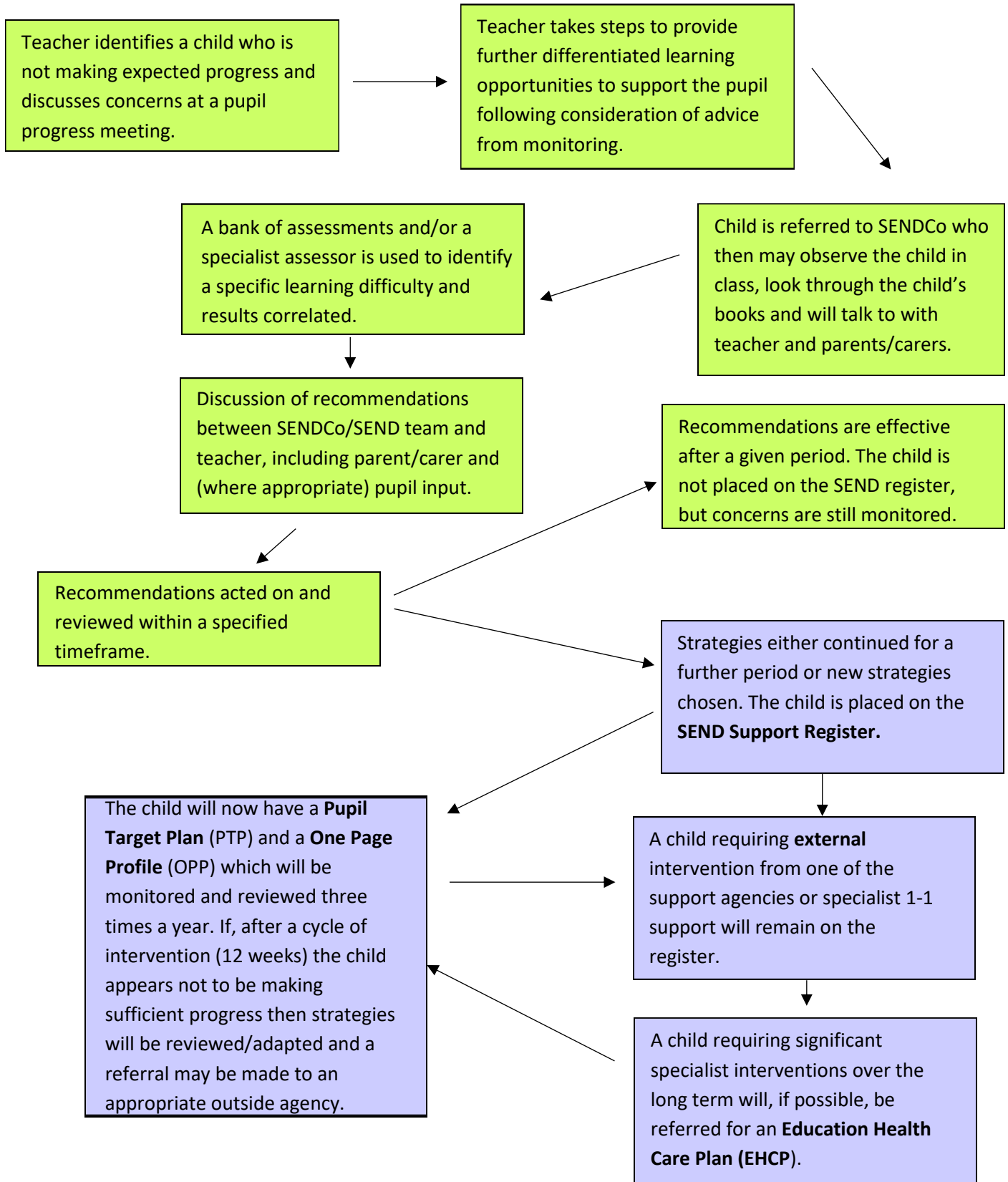
Teachers are responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from teaching assistants or specialist staff (SEND Code of Practice 2014).

Interventions will be reviewed and monitored against the expected impact on progress by setting clear targeted outcomes within an identified timeframe.

Parents will be involved in this process.

FLOW CHART REPRESENTING SEND PROCESSES WITHIN SWAINSWICK CHURCH SCHOOL.

Identification and Support



6.4 - Adaptations to the curriculum and learning environment

High quality teaching is our first step in responding to pupils who have SEND. Lessons have clear learning objectives and all learning within class is matched to ability through differentiation so that all children are able to access a lesson according to their specific needs. The benefit of this type of differentiation is that all children can access a lesson with their peers, learn at their own individual level and make steady progress.

The class teacher will continually monitor the progress of each child and note areas where they are improving and where further support is needed. As a school, we use a variety of different methods to track progress and attainment. A provision map is a document that provides detail on the provision for different groups of children. For children with SEND, we also use individual targets where their needs are significant. These are collated in a **Pupil Target Plan**, a child friendly document created by the school that is used to keep track of progress, employing the Assess – Plan – Do – Review graduated approach to SEND support.

The SENDCo and class teachers hold termly meetings to look specifically at progress for pupils with SEND. As a result of these meetings the SENDCo may provide additional strategies or resources to support a child's needs to ensure that they continue to succeed, enjoy their learning and have high expectations of what they can achieve.

The first approach to supporting children with SEND is to ensure that the environment and teaching/learning strategies, meet their needs. Staff will adapt teaching and/or resources including items such as a writing slope or pencil grip for handwriting issues. Using a voice recorder for children with dyslexia or other ICT alternatives to writing is balanced with interventions to support skills development.

Further to this an additional programme of support to help with reading, writing, spelling or maths, communication or speech and language may be provided. Occasionally children may have the support of an adult for specific sessions/interventions. They may need more specialist support from one of the agencies above who can advise the school and parent/carer of further strategies and resources. We believe in identifying the underlying difficulties and identifying these as early as possible so that the most suitable support can be tailored to each child's unique and individual needs.

6.5 - Securing equipment and facilities

The BANES Graduated Response to SEND Support is a document produced by BANES Local Authority which helps schools to decide upon the level of need of children with SEND. This helps staff to decide upon the resources allocated to pupils and is based upon the severity, persistence and complexity of the special educational needs and disabilities. Parents/carers are very much part of this process and if the school feels unable to meet a child's needs within the allocated SEND budget then steps would be taken to apply for an EHCP (Education Health Care Plan – previously known as a 'statement'). It will then be up to the Local Authority to decide if a child's needs require additional resources to support them.

6.6 - Support services for parents of pupils with SEND

The school has a SEND information report which contains detailed information, clearly

outlining the school's procedures for pupils with SEND. The SEND information report is available on the school website and should be read in conjunction with this policy.

The Local Authority has a SEND Local Offer which is designed to support children and young people with SEND and their families. It describes the services and provision that are available to those families in Somerset whose children experience some form of special educational need. The SEND Local offer includes information about public services across education, health and social care, as well as those provided by the private voluntary and community sectors.

For example:

- Education, health and care provision for children and young people with Special Educational Needs and Disabilities
- Arrangements for identifying and assessing children and young people with Special Educational Needs and Disabilities
- Arrangements for requesting an Education, Health and Care Plan
- Other education and training provision
- Support with transition for children moving between phases of education
- Arrangements for travel to and from school
- Sources of information, advice and support in terms of SEND including parent/carer forums, support groups, childcare and leisure
- Arrangements for highlighting concerns or making complaints

More information about the Bath and North East Somerset Local offer is available at: <https://beta.bathnes.gov.uk/get-help-children-or-young-people-additional-needs-send>

6.7 - Referral for an Education, Health and Care Plan (EHCP)

If a pupil has lifelong or significant difficulties and it is likely that they will need access to specialist provision, they may undergo a Statutory Assessment Process which can be requested by a parent or the school. This will occur where the complexity of need or lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

Further information about EHC Plans can be found via the SEND Local Offer: <https://www.rainbowresource.org.uk>

Or by contacting SEND Partnership Service:
send_partnershipservice@bathnes.gov.uk

Helpline 01225 394382 available Monday to Thursday 10.00a.m. to 3.00p.m. term time only.

6.8 - Transition

Transition from class to class and across key stages is carefully planned to ensure each child with SEND is not disadvantaged. Children and families joining from pre-schools receive a carefully planned transition/induction process on entry to the school. If a child transfers mid-year from another school we will endeavor to ensure that we receive all paperwork so that we get a full picture of the child's educational needs and history.

Where a pupil has a current statement of EHC Plan there is a legal requirement to provide an annual review.

Transition planning also takes place during the final term of Year 6 so that there is a clear plan for transition to secondary school. We will communicate with appropriate staff within the new school and often make a 'transfer book' with useful information that will help to ensure a smoother transition for those children with social and/or communication difficulties or anxiety about transition. The child's One Page Profile (which collates information about what the child likes, what they find difficult and how they like to be supported) will be passed on to the child's new school along with their Pupil Target Plan.

6.9 - Criteria for exiting the SEND register

The SEND register is reviewed at least three times a year. Children will exit the register when there is sufficient evidence to show that they are making the targeted progress from their starting point. This does not preclude a child returning to the register.

6.10 - Evaluating the effectiveness of SEND provision

To support consistent, continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils during the academic year. Parents, staff and pupils are given an opportunity to evaluate the effectiveness of provision via review meetings and questionnaires.

Pupil progress will also be monitored on a termly basis in line with the SEND (2014) Code of Practice.

A formal evaluation of the effectiveness of the school SEND provision and policy culminates in a SEND Report. The evaluation is carried out by the SENDCo in consultation with the Headteacher and link SEND governor.

6.11 - Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

No pupil is ever excluded from taking part in extracurricular activities and school trips because of their SEN or disability. All pupils are encouraged to take part and we will provide the necessary support to ensure that this is successful. A risk assessment will be carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.

6.12 - Support for improving emotional and social development

Swainswick Church School is an inclusive school that values diversity and celebrates contribution from everyone. We encourage all children to be involved in every aspect of school life and believe that these are firm foundations for accepting individual differences.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to participate in activities that promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying.

6.13 - Support for pupils at school with medical conditions

The school has a policy for dealing with children who have medical conditions. This complies with the DFE Statutory Guidance for supporting pupils at school with medical conditions (January 2015) and should be read in conjunction with this policy.

6.14 - Storing and managing SEND information

SEND documentation is stored within the school's computer system with appropriate access protocols in place to ensure confidentiality and data safety. Hard copies of information are stored in a locked cabinet/secure office. Files are transferred securely to receiving schools on transition.

6.15 - Training

All staff are entitled to training and support for all children with identified special educational needs and disabilities within their care. All staff are encouraged to maintain and develop the quality of their teaching and provision to respond to the strengths and needs of their pupils.

The school endeavors to identify and respond promptly to emerging SEND needs of the current cohort, including the arrival of a child with a condition which is unfamiliar within the school.

The school's SENDCo attends the Local Authority SENDCo cluster meetings within Bath and North East Somerset (B&NES) and is regularly updated with local and national developments.

6.16 - Complaints about SEND provision

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo or headteacher who

will be able to offer advice on formal procedures for complaint if necessary. Reference should be made to the school's complaints policy.

7. MONITORING ARRANGEMENTS

The school uses an assessment system which informs teachers of individual pupil progress and attainment as well as that for the whole school.

This Pupil Progress is constantly updated by teachers and reported formally to governors three times a year and these outcomes are used to measure progress at all levels. This is supplemented by three sets of parents' reporting each year, together with questionnaires/feedback for parents and children to comment on their provision.

The school has a designated SEND Governor, who works with the SENDCO on a regular basis to monitor and evaluate provision and procedures. Reports on pupil progress are made to the Curriculum Committee three times a year. There are robust systems for checking progress in relation to targets, analysing the effectiveness of teaching provision and appropriate resources and for planning further developments. A SEND Annual Report will be produced in line with the SEND (2014) Code of Practice.

The SEND team offer the opportunity for parental contribution (where parents can comment on overall provision) in addition to individual pupil review meetings.

This policy is reviewed by the SENDCo, Headteacher and the SEND governor on an annual basis. Any recommendations for changes are to be approved by the Governing Body and reported on within the SEND information report.