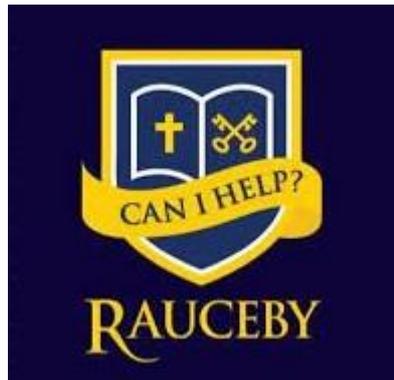


# SEND policy



**Igniting a passion for learning in all; emboldening a community of high aspiration and fulfilment.**

**'I can do all things through him who gives me strength'. (Philippians 4.13)**

**#thischildcan**

<b>Approved by:</b>	Julia Waites	<b>Date:</b> 30.10.22
<b>Last reviewed on:</b>	30.10.22	
<b>Next review due by:</b>	20.3.23	

## 1. Aims

Our SEN policy and information report 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

At Rauceby School our vision is to ignite a passion for learning in all children and embolden a community of high aspiration and fulfilment.

“Every Teacher is a teacher of every child including those with Special Educational Needs”.  
(NASEN 2014)

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice 2015.

Our objectives are:

- To work in partnership with children and their families at every stage of the SEND process.
- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children’s special educational needs;
- To enable all children to have full access to all elements of the school curriculum.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 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, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

This policy was developed in consultation with key stakeholders, including governors, staff and parents/carers and families of the children at Rauceby C E Primary School (Academy) and it reflects the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years.

### 3. Definitions

A pupil has SEN 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 the 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 for other children or young people of the same age by mainstream schools.

### 4. Roles and responsibilities

#### 4.1 The SENDCO

The SENDCO is Laura Lambley and can be contacted by email at [laura.lambley@rauceby.lincs.school.uk](mailto:laura.lambley@rauceby.lincs.school.uk) or by phone at 01529 488667

In line with the SEND Code of Practice 2015 and the mandatory standards identified within National SENCO Award training, the SENCO has *'an important role to play with the Head Teacher and the governing body in determining the strategic development of SEND policy and provision' (6:87). They will be most effective if they are part of the school leadership team.*

The SENDCO will oversee the day-to-day operation of this policy by:

- Co-ordinating provision for children with special educational needs;
- Liaising and advising teachers;
- Managing other classroom staff involved in supporting vulnerable learners;
- Overseeing the records of all children with Special Educational needs;
- Contributing to the in-house training of staff;
- Complying with requests from an EHC Coordinator to participate in a review;
- Carrying out referral intervention (additional SEND support from devolved budget) that a pupil may have a special education need which will require significant support;
- Overseeing the smooth running of transition arrangements and transfer of information for all pupils on the SEND register;
- Monitoring and quality assuring the school's SEND procedures and all relevant documentation in accordance with the performance management for Teachers and Teaching Assistants
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs);
- Liaising sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views;
- Attending area SENDCO network meetings and training as appropriate;

- Liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with SEND (nationally, locally and within school)
- Liaising closely with a range of outside agencies to support vulnerable learners;
- Maintenance and analysis of provision maps for vulnerable learners.
- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- 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 potential next providers of education 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 SEN up to date

#### 4.2 The SEN governor

The SEN governor is Tim Eccles. He will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN 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

#### 4.3 The Headteacher

The Head Teacher and Governing Body have delegated the responsibility for the ongoing implementation of this policy to the Special Educational Needs Co-ordinator (SENDCo). The SENDCo is responsible for reporting regularly to the Head and SENDCo Governor on the ongoing effectiveness of this policy.

- The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which maximise their opportunity to learn.
- The Head Teacher will be informed of the progress of all vulnerable learners and any issues with regard to the schools provision in this regard through:
- Analysis of the whole school tracking system;
- Maintenance and analysis of data (can be delegated to SLT or SENDCo)
- Pupil progress meetings with SENDCo and Class Teachers.
- Regular meetings with SENDCo;
- Discussions and consultations with parents.

#### 4.4 Class teachers

Class Teachers are expected to work towards our values, visions and aims by:

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the early identification of pupils with SEND. Continuous monitoring of those pupils with SEND by staff will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome identified barriers to learning and ensure pupils with SEND are given full access to the National Curriculum. This will be co-ordinated, monitored and reviewed by the SENDCO to ensure that appropriate targets are being set and pupils' needs are catered for.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with the support of outside agencies when pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Service (CAMHS).
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through opportunities such as school council, residential visits, school plays, sports teams and play partners at break times.

#### 4.5 Supporting Staff

Supporting Staff are expected to work towards our values, visions and aims by:

- Liaising with the Class Teacher to discuss data, targets, set, facilitate and deliver relevant evidence based interventions and support the review of SEND Pupil Profiles at least termly
- Securing good provision and good outcomes for all groups of vulnerable learners by:
  - facilitating more quality time for teacher-led interventions by providing relevant class teacher support as appropriate;
  - Working on agreed targets with pupils.

#### 4.6 Temporary and Supply Staff

Temporary and supply staff are expected to work towards our values, visions and aims by:

- Liaising with school staff to facilitate all SEND pupils' needs within their class.
- Support children's specific needs as deemed appropriate by the school and directed by a member of the senior leadership team.

#### 4.7 Parents/Carers

Parents/carers are expected to work towards our values, visions and aims by:

- Participating in the assess/plan/do/review progress meetings with their child, the class teacher and the SENDCo as necessary;
- Ensuring that children are punctual to arrive in school and that they maintain as good an attendance record as possible;
- Offering encouragement and praise to their children, and giving due importance to hearing them read, supporting them in their homework and helping them to work towards their targets set out in the Rauceby Education Plan;
- Contacting the school to discuss matters which may affect their child's happiness, progress and behaviour; and
- Encouraging their child's independence as they move through school

#### **4.8 Pupils**

Pupils are expected to work towards our values, visions and aims by:

- Discussing and knowing their targets;
- Knowing how and who is going to help them reach their potential; and
- Attending review meetings as appropriate to actively participate in their learning pathway.

### **5. SEN information report**

#### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

#### **5.2 Our approach to teaching pupils with SEN**

##### **Inclusion**

At Rauceby School we recognise that children are individuals and have varying needs throughout their time at our school. All Staff recognise that each child has gifts, abilities and weaknesses which need to be adequately addressed by their class teacher. We believe that every child should have the opportunity to experience in learning at the highest possible standard. We offer a broad and balanced curriculum and all children have the equal opportunity to take part in all activities of the school.

Pupils with SEND will be given access to specialist SEND provision provided by the school, if necessary, taking into account the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will make arrangements with the class teacher for support to take place outside the classroom. Parents will be consulted at all stages.

Regular training and learning opportunities for staff on the subject of SEND and SEN teaching are provided both in school and across partnership schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. Rauceby School ensures that individual or group tuition is available where it is felt pupils would benefit from this provision.

Appropriate individual targets are set in collaboration with pupils, class teachers and parents. These are SMART targets that motivate pupils to do their best and celebrate achievements at all levels.

The Head Teacher and SENDCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, with regard to individual pupils, from external support services through the termly meetings.

### **5.3 Identifying pupils with SEN and assessing their needs**

#### **Referral and Identification Procedures (see Appendix 1)**

A pupil will be deemed to have special Educational Needs "where their learning difficulty calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age" (SEND Code of Practice 0-25, 2014 p94).

There are 4 primary areas of special educational needs:

- Communication and interaction
- Cognition and Learning
- Social, Mental & Emotional Health
- Sensory and /or Physical Needs

Rauceby School uses a graduated approach:

#### **Quality First Teaching**

- a) Any pupils who are falling outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

- c) The pupil's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it will be determined the level of provision the pupil will need.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The pupil may be recorded by the school as being under observation due to concern by parent or teacher (and parents will be informed if this is the case) but this does not automatically place the pupil on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
- i) Parents' evenings are used to report and discuss the progress being made by pupils.

#### **5.4 Record of Referral**

A Record of Referral should be completed where a child's class teacher in consultation with parents concludes that a child may need further support to help their progress. The teacher should seek the help of the SENDCo. The teacher and the SENDCo should consider the teacher's reasons for concern alongside any information about the child already available to the school.

To help inform the decision on the nature of the additional help that might be needed by the child the class teacher should collect all the available information about the child and seek additional information from the parents. In some cases outside professionals from health or Social Services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. If the pupil is looked after by a local authority, the SENDCO should liaise with the teacher who is designated to oversee the education of looked after children in the school.

The triggers for intervention through *SEND Support* could be the concern, set out in the Record and underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing Literacy or Numeracy skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of a differentiated curriculum (and appropriate materials/equipment)
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

The criteria from the SEND Code of Practice will aid teachers' assessment and judgement of a child's attainment and progress. This evidence required will normally already be available through teachers' daily working practice.

It is at this point that the SENDCO and class teacher should decide whether the child would benefit from SEND Support. If so, the child should be placed on the school's SEND Register in consultation with parents.

The SENDCO may also discuss the child's needs with an external specialist.

## **5.5 SEND Support**

According to their identified needs, pupils will be designated as needing;

- SEND provision within school supported by a Rauceby Education Plan (REP)
- SEND provision within school supported by a Pastoral Support Plan (PSP) and at times support by the local authority Pastoral Support Team or Behaviour Outreach Support Service (BOSS).
- SEND provision within school supported by a Health Care Plan (HCP)
- SEND provision supported by an Education, Health and Care (EHC) plan, drawn up by the local authority (LA) in liaison with local education, health care and social care providers who have contact with the family.

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil's name will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle that enables provision to be refined and revised. It helps to identify the most effective interventions to support the pupil to achieve good progress and outcomes.

The process:

- Encourages the participation of pupils and their families;
- Integrates the work of education, health and care providers;
- Follows a cyclical, graduated approach.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis is to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and possible interventions are developed. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher and parents, and where necessary the SENDCO, to agree interventions and support the impact on progress, development and or behaviour that is expected and also to agree a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. The SENDCO will be available for planning meetings if required and will always attend EHC reviews and planning meetings.

All members of staff within school and working directly with the pupil will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and plan and assess the impact of support and interventions. Support with further assessment of the pupil's capabilities, problem solving and advice is available from the SENDCO.

### **Review**

Reviews of a pupil's progress will be made regularly and three times per year as a minimum. The review process will evaluate the impact and quality of the support and interventions. It will take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCO will revise the support and projected outcomes based on the pupil's progress and development making amendments where necessary.

Education, Health and Care Plans are subject to an annual review, which may be attended by the Head Teacher, SENDCO, class teacher and parents. The pupil's voice will always be sought and shared in the appropriate way taking into account the needs of the pupil.

## **5.6 Access to the curriculum, information and associated services**

Pupils with SEND will be given access to specialist SEND provision provided by the school if necessary taking into account the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will make arrangements with the class teacher for support to take place outside the classroom. Parents and pupils will be consulted at all stages.

Regular training and learning opportunities for staff on the subject of SEND and SEN teaching are provided both in school and across partnership schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. Rauceby School ensures that individual or group tuition is available where it is felt pupils would benefit from this provision.

## **5.7 Assessing and reviewing pupils' progress towards outcomes**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form

of an annual parent and pupil questionnaire, discussion, pupil progress meetings and parents' evenings.

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

SEND provision and interventions are recorded on an individual provision map, which is updated when individual's targets are re-evaluated. These are updated by the class teacher and are monitored by the SENDCO. Provision is evaluated at Rauceby Education Plan reviews and in Pupil Progress meetings between the class teacher and Assessment Leader/SENDCO.

### **5.8 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.9 Additional support for learning**

We have teaching assistants who are trained to deliver interventions such as Freshstart, Beat Dyslexia, Toe by Toe

Rauceby Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCO is the designated person responsible for liaising with the following:

- Lincolnshire Educational Psychology Service
- The Emotional and Behaviour Support Service (EBSS)
- Pupil Reintegration Team
- Healthy Minds (NHS)
- Child and Adolescent Mental Health Service (CAMHS)
- Grief and Loss
- Social Services
- Speech and Language Service – NHS & Futures in Mind
- Specialist Outreach Services
- Specialist teacher team
- Occupational Therapy- Boost Potential
- Educational Psychologist- Futures in Send

- Pastoral Support Team
- Behaviour Outreach Support Service
- Working Together Team

In cases where a pupil is under observation or is a cause for concern, focused meetings will be arranged with the appropriate agency.

Rauceby Primary School is currently a member of NASEN, which provides additional information about Special Educational Needs and Disabilities.

## **6. Expertise and training of staff**

Our SENDCO is newly appointed to this role in September 2022.

She is allocated one day a week to manage SEN provision.

We have a team of 10 teaching assistants, including 1 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Relationships Award; Team Teach; Safeguarding; Read Write Inc Phonics

We use specialist staff for Emotional Literacy Support

Rauceby School aims to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCO attends relevant SEND courses, and ensures all teaching and support staff receive appropriate training.

Rauceby School recognises the need to train all our staff on SEND issues and make funds available to support this professional development. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

## **7. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the pupil's parents.

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## 8. Working in partnership with parents

*At every stage of the SEND process it is our policy to work in partnership with our parents/carers and their child to secure the best possible outcomes.*

Our SEND Information Report (previously known as the local offer) can be found on the school website. Partnership with parents plays a key role in enabling pupils with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best ways of supporting them. All parents of pupils with special educational needs or disability needs will be treated as partners and supported to play an active and valued role in their children's education. Rauceby Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEND leading to appropriate intervention and provision;
- b) Continuing social and academic progress of pupils with SEND;
- c) Personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support can be provided.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor may be contacted at any time, in writing, in relation to SEND matters.

## 9. Links with other schools

The SENDCO attends termly SEND briefings, which enables the local authority to share advice, expertise, training and development activities. Support and advice is also shared with SENDCOs from our partnership schools in regular cluster meetings.

## 10. Supporting pupils moving between phases and preparing for adulthood

- SEND records including details of EHC plans are transferred following agreed procedures.
- There are opportunities for all learners to visit their prospective secondary school.
- Learners with SEND are given additional visits to secondary providers if required, so that they can feel confident about the new situation with which they will be faced.

- Representatives from local secondary schools are available for consultation before the time of transfer, and may visit pupils at primary phase.
- SENDCOs from receiving secondary schools attend meetings at the school with the school's SENDCO to discuss detailed information regarding children with SEND. This is in addition to usual meetings with secondary school representatives in the summer term prior to transfer.
- The learner's REP or EHC plan will be reviewed shortly before transfer to secondary school and amended if appropriate.
- The SENDCO from the receiving school often attends a final review meeting if that school has been specifically named in a child's EHC plan.

### **11. Admission of children with SEND**

Following Local Authority and our agreed admission and equal opportunities policies, a child will be offered a place at Rauceby CE Primary School if it is available. It is important when registering a child that the parent/carer fills in the information sheet/medical information honestly and informs the school of any previously identified special needs.

For children joining the school at EYFS with recognised SEND, the school will work closely with the nursery from which they are joining us to meet with keyworkers and discuss any additional requirements your child may have. Written information about your child will be shared which will include their current 'Ages and Stages' and any special needs paper work or individualised plans. Should it be felt by parents and carers or the school that your child would benefit from a more personalised transition program we will be happy to work with you to arrange this.

For children with SEND joining the school at different times of the year or in different year groups we highly recommend that both you and your child visit the provision prior to starting. In addition a transition visit can be arranged for your child to spend time in their new classroom prior to their commencement date in order to familiarise themselves with the setting, the cohort and the adults that will be working with them. You may also find it useful to arrange a meeting with the SENDCO in order to discuss your child's needs.

### **12. Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

### **13. Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires

- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

#### **14. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Malham

All pupils are encouraged to take part in [sports day/school plays/Carre's Outreach

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

#### **15. Support for improving emotional and social development**

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

- Pupils with SEN are encouraged to be part of the school leadership i.e. mini police; school council
- Pupils with SEN are also encouraged to take part in ELSA workshops to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

#### **16. Complaints about SEN provision**

If parents or pupils are dissatisfied with the support provided they should discuss their concerns informally with the appropriate member of staff, usually the class teacher in the first instance. If this does not resolve the situation, then the SENDCO should be contacted, Head Teacher or a member of the Senior Leadership Team. If, however, this does not resolve the situation then they should make a formal complaint using the school's complaints procedure which can be obtained from the school office.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### **17. Monitoring arrangements**

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This policy and information report will be reviewed by Nia Ashford **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

### **18. Links with other policies and documents**

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy

## **APPENDIX 1**

### **Referral for an Education, Health and Care Plan**

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

The decision to make a referral for an Education, Health and Care Plan is the responsibility of the SENDCO and Head Teacher and can be made at any time where there is sufficient evidence to indicate this is the appropriate course of action.

The application for an Education Health and Care Needs Assessment will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals and paediatricians
- Educational professionals e.g.: Educational Psychologist
- Speech and language therapists
- Physiotherapists and Occupational Therapists
- Specialist Teaching Team

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care chosen by the Local Authority about whether or not the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. The LA has the responsibility to make EHC assessments and draw up EHC plans. The LA must undertake an EHC Needs Assessment within 20 weeks of receipt of request.

Further information about EHC Plans can found via the SEND Information Report:

<http://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/the-local-offer/>

## **Education, Health and Care Plans**

- A. Following EHC Needs Assessment, an EHC Plan will be provided by Lincolnshire County Council, if it is decided that the pupil's needs are not being met by the support that is ordinarily available. The school and the pupil's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, outside agencies and the pupil. The annual review enables provision for the pupil to be evaluated and if it is felt a change is needed (for instance increasing or reducing the level of support) an application to amend the EHC will be made to the LA.