



## High Ash CE School

### SEND Policy Updated September 2021

#### 1. Introduction

Here at High Ash CE School it is the belief that all children have an equal right to a full and rounded education which will enable them to reach their full potential. We use our best endeavours to use secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014). Children with SEND have difficulties within one or more of these areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory or Physical.

This SEND policy details how, at High Ash CE School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

#### 2. Aims and objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through continuing professional development.
- To ensure support for pupils with medical conditions, enabling full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs.
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum, including those with SEMH needs that impact on behaviours
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To ensure resources are fairly allocated to SEND children based on level of need
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#### 3. Equal opportunities and inclusion

Through all subject's we ensure that the school meets the needs of all, taking into account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that at High Ash CE we meet the needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi- ethnic society. We also measure

and assess the impact of our support for SEND regularly through Pupil Progress meetings with the Head teacher, the SENCo and class teachers to ensure all children have equal opportunities to achieve.

Through appropriate curricular provision, we respect that children have

- Different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire and assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy
- Developing an engaging and inclusive curriculum to develop children's understanding of the world through the use of all available technologies and first-hand experiences
- Planning for children's full participation in learning, and to foster their social, moral, spiritual and cultural and physical needs
- Helping children to manage and 'own' their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning through a restorative approach to conflict resolution
- Making reasonable adjustments to meet the child's SEND needs

#### **4. Identification, Assessment and Provision**

Provision for children with special needs is a matter for the whole school. The governing body, the school's head teacher, the SENCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment and needs, including SEMH, on entry in order to ensure that the child's needs are being met. If a child has already been identified as having a special educational need, this information may be transferred from other partners in their Early Years setting or from their previous school. The class teacher and SENCo will use this information as a starting point to develop an appropriate curriculum and relevant interventions if necessary.

It should be noted that children with EAL are not considered to have SEND unless there is evidence of issues relating to having a special educational need.

#### **5. The role of the SENCO and what provision looks like at High Ash CE School.**

The Special Educational Needs Co-ordinator's (SENCO) responsibilities include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND, including strategies for supporting ASD/ADHD and SEMH children
- liaising with and advising fellow teachers and co-ordinating training
- Overseeing the records of all children with SEND.
- liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including health and social services and voluntary bodies.

- Co-ordinating and developing school-based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the SEND register

## **6. Monitoring children's progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily or where behaviours are becoming an increasing concern. Under these circumstances, teachers may need to consult with the SENCo to consider what else might be done. This review might lead to the conclusion that the child requires help over and above that which is normally available in class.

High Ash will adopt a graduated response based on regular 'assess, plan, do, review' approach to a child's School Support Plan. This may see us using specialist expertise or adding in additional interventions and referrals if as a school we feel that our interventions are still not having an impact on the individual.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents will be consulted, other factors considered and if needed specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time, or issues escalate, the child may be added to the school SEND register with parental permission.

The class teacher after discussion with the SENCo will then provide additional interventions to those provided as part of the school's differentiated curriculum and the child will be given individual support targets which could be applied in the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCo, parents and young person.

If we refer a child for a statutory assessment (Education, Health Care Plan) we will provide the Local Authority with a record of our work with the child to date.

Reasons for a child being added to the SEND register may include the fact that they:

- 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 English or maths skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school or are linked to ASD/ADHD/SEMH needs and need specialist support
- Has sensory or physical needs, and continues to make little or no progress or cannot manage behaviours, despite the provision of specialist equipment or strategies
- Has communication and/or interaction difficulties and continues to make little or no progress or struggles to regulate their behaviours as a result

## **7. Partnership with Parents/Carers**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents/carers of children with special educational needs will be treated as partners, given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs.

Parents are kept informed of their child's progress and School Support Plans are reviewed with parents regularly. Any additional plans (e.g. risk assessments/ Health or medical plans) are also signed and agreed with parents.

Parents are made aware of the SENDIASS service should they wish to get advice, support or information about SEND for their child.

## **8. The nature of intervention.**

The SENCO and the class teacher will decide on the action needed to help the child progress in light of their earlier observations. As far as possible our aim is for SEND needs to be supported in class through and adapted curriculum. There may be occasions when specialist SEND interventions/support are more appropriately delivered out of class however the overarching aim is that interventions do not prevent the SEND child being able to access the whole curriculum. Actions may include (yet is not an exhaustive list):

- Adapted learning materials or specialist equipment or computer programmes
- Use of alternative means of recording their learning
- Some group or individual support, which may involve small groups of children working with Teaching Assistant support or other targeted intervention such as precision monitoring, key word sight vocabulary activities, specific reading strategies for non or reluctant readers, Numicon and pre and post teaching opportunities.
- For children with ASD/ADHD or SEMH this may include interventions to support emotional regulation, calming activities, chunking of work, use of de-escalation activities, access to a time out/quiet area/ access to therapeutic curriculum/ regular breaks and physical breaks/ support and unstructured times of the day to help regulate/ adapting snack times/1:1 adult supervision and support with transitions
- Extra adult time to devise/administer the intervention and to monitor the effectiveness
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCO, the child's class teacher will be responsible for working with or setting work for the child daily and ensuring delivery of any individualised programme. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. The SENCO will support further observations/assessment of the child where necessary, assisting in planning their future needs in discussion with colleagues and parents.

## **9. Managing SEMH needs**

In supporting children with SEMH needs, we will refer to the Educational Psychologist and also to CAMHs if appropriate as well as liaising with ASD specialists.

As a school, we offer support for pupil emotional well-being on a four tiered graduated response:

- Level 1- Universal support, to include all children to have pastoral support and for SEMH this would also include daily check ins and use of strategies such as Zones of Regulation.
- Level 2- Supervised support (e.g. Zones of Regulation/ access to time out area/ access to Therapy Dog sessions/ timetabled wellbeing check ins)
- Level 3- Use of in school counsellor
- Level 4- Use of external Play Therapist/Ride High/Animal Antix and more specialist services/Foreseeable Risk Assessment put in place

## **10. The use of outside agencies**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set and the efficacy of them.

The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented at least in part, in the normal class setting.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

Schools request for an Educational Health Care Plan.

A request will be made by school to the Local Authority (LA) if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous interventions trialled and the outcomes for the pupil
- Records of the child's health and medical history where appropriate
- Attainment in English and Maths
- Behaviour incidents history and social and emotional needs/chronology
- Education and other assessments, for example from an advisory specialist support teacher or Educational Psychologist.
- Views of the parents.

The parents of any child who is referred for an EHCP assessment will be kept fully informed of the progress of the referral.

## **11. Access to the Curriculum**

At High Ash C.E School we follow the new National Curriculum statement on Inclusion. We expect our teachers to set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment or need. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that our pupils with SEND will be able to study the full National Curriculum. Potential areas of difficulty will be identified and addressed at the outset of work.

At High Ash C.E School we make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of individual pupils, and where appropriate as part of the

planning for the pupil we provide access to ancillary aids and assistive technology and emotional support.

Special Needs Support Plans (SSPs) for all children who are on the special needs register are written by the class teacher. By breaking down existing levels of attainment and/or needs into finely graded steps and targets, we ensure that children experience success. We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers enjoy. Wherever possible we do not withdraw children from the classroom environment although there are times when, to maximise learning, we ask the children to work in small groups or in a one-to-one situation outside the classroom. If needs become such that behaviours linked to SEND needs become very challenging and disruptive, then the child may be educated on a 1:1 or 2:1 basis in a separate room/ area in order to support their needs. At this stage, the Behaviour Policy would also be being followed in conjunction with their SEND plan.

## **12. Allocation of resources**

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health Care plans.

Governors are informed on how the funding is being allocated to support special educational needs.

## **13. The role of the Governing Body**

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask challenging questions and ensure that funds and resources are used effectively.

## **14. Monitoring and evaluation**

The SENCo monitors progress of the SEN children within the school system and provides Head teacher, staff and governors with regular summaries of the impact of the policy in practice at school. The SENCo and Head teacher hold regular meetings to review the SEN provision in school. In addition, the SENCo and the named governor with responsibility for special educational needs also hold regular meetings.

## **15. Record Keeping**

Every child on the SEN register has a file for their records which is stored securely. Records can be requested to be seen by parents.

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