UPSHIRE PRIMARY FOUNDATION SCHOOL

POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Mission Statement

At Upshire Primary Foundation School, we aim to provide opportunities for the children to achieve their full potential academically, creatively, socially, physically, and emotionally in a happy, supportive, caring, and inspiring environment.

School Vision

*INSPIRE*EXCITE*ACHIEVE*

Imagine an inspiring and exciting environment where learning happens because children want to achieve!

Aims

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupils
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

Legislation and guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health, and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health, and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced, and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum, and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Definitions

Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall into this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia, and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional, and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression, or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example, such as challenging, disruptive, or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Roles and responsibilities

The Inclusion Manager/SENCO

The Inclusion Manager/SENCO at our school is Mrs Nicole Ward.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Headteacher and SEN 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 SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school, or institution in a timely manner
- Work with the Headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate

- With the Headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the Headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

The Governing Board

The Governing Board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

The SEND link governor

The SEND link governor is Alison Worgan.

The SEND governor will:

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

The Headteacher

The Headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil, and the school
    - Listen to the parents' concerns and agree their aspirations for the pupil

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

They will be:

- invited to termly meetings to review the provision that is in place for their child
- asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- given reports on the pupil's progress

The school will consider the views of the parent or carer in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be considered in making decisions that affect them, whenever possible.

SEND information report

The types of SEND 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, 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/severe/profound and multiple learning difficulties

Identifying pupils with SEND and assessing their needs

At Upshire Primary School, we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person but will also include other factors that may affect progress and attainment.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. 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 previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

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 aims to respond quickly to any concerns relating to a child or young person's behaviour/self-esteem or a 'barrier to learning', which could indicate an underlying need. The school will seek to recognise, identify clearly, and take swift appropriate action in order to support the emotional wellbeing and mental health of the child. There are clear pathways in the school by which children and parents can request help and support for emotional and behavioural concerns, which include:

- The 'I Think You Should Know …' box where pupils can share their concerns with their class teacher
- Speaking to the class teacher or the Inclusion Manager/SENCO or the Headteacher

If any member of staff has concerns about a child's behaviour or emotional wellbeing, they can bring these concerns to the Inclusion Manager/SENCO or the Headteacher where options for support will be discussed.

- Offering a child, a school-based intervention e.g., Lego Therapy
- A referral to a school counselling service
- Signposting of outside support agencies such as Kids Inspire, Affinity, Wilderness Project
- Advising the family to contact the G.P.
- A referral to the CAMHS service
- Supporting a referral to the Child Development Centre

Please note, that should a child be at risk of 'serious harm' the Headteacher would work with the family in accordance with the school's Safeguarding Policy and the Southend, Essex, and Thurrock Procedures.

Consulting and involving pupils and parents/carers

We will have an early discussion with the pupil and their parents/carers 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
- We consider the parents'/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Planning will involve consultation between the teacher, Inclusion Manager/SENCO, pupil, and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, 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.

The information will be recorded on a One Planning document. This person-centred plan will be an on-going record. The Essex Provision Guidance Toolkit is used at this stage to help plan strategies to meet the child's needs.

We will formally notify parents/carers when it is decided that a pupil will receive SEND support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.
The class teacher will work with the Inclusion Manager/SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- The child's previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

If a pupil is joining the school, and:

Their previous setting has already identified that they have SEN

They are known to external agencies

They have an education, health, and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

A Graduated Approach to SEND Support

High Quality Teaching:

- Children remain part of the mainstream teaching timetable
- Children may attend short term intervention groups where appropriate
- There is a consistent learning environment with established practices and routines
- Consistency from all adults including non-teaching staff.
- Provision is based on the cycle: Assess, Plan, Do, and Review
- Curriculum is differentiated appropriately
- Appropriate information about the child is shared between staff to enable effective teaching and learning care, guidance, and support
- Staff are aware of National documents relating to Inclusion and SEND
- Knowledge of the school's SEND policy and criteria for placing pupils on the SEND register is known by teachers
- All teachers manage and monitor group and individual programmes to meet specific identified needs, including using Assessment for Learning and rigorous assessment and tracking and target setting for all pupils
- Teachers plan and facilitate regular meetings with parents
- Teachers consider the impact which emotional needs may have on pupils learning and appropriate support is provided
- Teachers increase their use of effective praise that focuses on the learning behaviour and process

Arrangements for Coordinating SEND Provision

The Inclusion Manager/SENCO holds details of all SEND Support records such as the SEND Register, Provision maps, an overview of school interventions and individual pupil files (including One Plans, Pupil Profiles and Individual Support Plans)

All staff can access the following documents:

- SEND Policy
- A copy of the full SEND Register and Intervention timetables
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupils' special educational needs, Individual Support Plans/One Plans
- Information on a range of interventions and any baseline and exit assessments applicable
- Practical advice, teaching resources, and information about types of special educational needs and disabilities

Further information is available through Essex County Council's SEND Local Offer and Essex Provision Guidance Toolkit (both available on-line).

Additional School Intervention and Support

The SEND Code of Practice states that where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on **additional to** or **different from** interventions:

- Provision is based on the four-part cycle: Assess, Plan, Do, and Review and high-quality teaching continues.
- Pupils and parents/carers are supported to participate in the target setting, planning and review process so that a person-centred planning approach is used.
- An Individual Support Plan will be written and reviewed termly in line with the SEND Code of Practice (2014)
- All staff involved with the pupil are aware of the child's needs and how to meet them.
- Teachers plan personalised access for learning, and develop plans to meet specific identified needs (following advice from the Inclusion Manager/SENCO and outside agencies)
- Consultation and or referral takes place with external agencies where appropriate and always with parental consent
- Evidence of implementation of advice from external professionals is maintained and available
- More detailed assessment is carried out to identify gaps in learning or barriers to learning. Results are systematically used to inform effective targeted teaching and monitor pupil progress
- Interventions are identified and put in place based on the identified need.
- Evidence of impact of intervention is recorded to inform decisions about whether that intervention remains appropriate
- Small group and individual teaching on 'how to be an effective learner' focusing on strategies for learning, problem solving and developing self-efficacy are put in place.

Managing Pupils' Needs on the SEND Register

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is in place and so remove barriers to learning. The support provided consists of a four-part process indicated below:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

Assess

The Code of Practice states that pupils are only identified as having SEND if they do not make adequate progress once they have had all the intervention/adjustments (as outlined in the Essex Provision Guidance Toolkit) and good quality personalised teaching (Page 88, Section 6.37 onwards of the Code of Practice). In identifying a child as needing SEND support, the teacher working with the Inclusion Manager/SENCO should carry out a clear analysis of the pupil's needs. This should draw on high quality accurate formative assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. For higher levels of need the school will contact outside agencies for support and where external support staff are already involved, their work will help to 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/carers.

Plan

When it is decided to provide a pupil with SEND support, parents/carers will be informed and invited to attend a meeting. Planning will involve consultation between the teacher, Inclusion Manager/SENCO, pupil, and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, 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.

The information will be recorded on a One Planning document. This person-centred plan will be an on-going record. The Essex Provision Guidance Toolkit is used at this stage to help plan strategies to meet the child's needs.

Do

The class teacher remains responsible for the education, attainment, and progress of the child. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the class. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and areas for development, problem solving and advising of the implementation of effective support will be provided by the Inclusion Manager/SENCO.

Review

Reviewing pupil progress is on-going and is formalised at termly review meetings with the parents or as necessary. These will include discussions with the pupil and staff involved in supporting the pupil. The review process will evaluate the impact and quality of the support and interventions. The Inclusion Manager/SENCO will revise the support and in light of pupil progress and development, making any necessary amendments going forward, in consultation with parents/carers and class teachers.

Referral for an Education, Health and Care Plan (EHC Plan):

If a pupil has lifelong or significant difficulties a referral for an Education, Health and Care Plan may be requested by the school, a parent/carer can also request this.

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 assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review meeting involving parents/carers, class teacher, Inclusion Manager/SENCO, and any relevant outside agencies. The application will combine views from a range of people including:

- Parents/carers
- Pupil
- Class teacher
- Inclusion Manager/SENCO
- Social Care
- Health professionals
- Local Authority special educational needs professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes set the basis of the profile. A decision will be made by a panel from education, health, and social care about whether the pupil is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans (EHC Plan)

1. Following Statutory Assessment process, an EHC Plan will be provided by Essex County Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available and that it is additional to and different from that given to the majority of pupils. Both staff in school, parents/carers and pupils will be involved in developing and producing the plan.
2. Parents/carers 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.
3. 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/carers, and the pupil. The
Annual Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Criteria for Exiting the SEND Register/Record

The SEND register is reviewed termly. If a pupil is making good progress, they will be monitored to determine whether they need to continue receiving SEND support. A meeting will be organised with parents/carers, the pupil, class teacher and any relevant outside agencies to decide if the pupil still requires the same level of support or if their needs can now be met through quality first teaching.

Supporting Pupils and Families

All staff at Upshire Primary School believe that a close working relationship with parents/carers is vital. All parents are encouraged to play an active role in their child's education and to recognise their child's achievements by attending "open house" sessions (held weekly) and open evenings. Parents are also encouraged to make an appointment with the class teacher if they have any concerns regarding their child's progress. This will help to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND to enable personal success.
- Parental views are considered and valued.

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. The Inclusion Manager/SENCO may also signpost parents/carers of pupils with SEND to the Essex County Council Local Offer where specific advice, guidance and support may be found. A link to this can be found on the school website.

Support will be in place for all transitions through the school (on entry from pre-school, class to class, across key stages and to other schools).

If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision.

Parents/carers 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 relating to the provision for their child. The SEND governor Ian Walker may be contacted via the Clerk in relation to SEND matters.

The school continues to build strong working relationships and links with external support services in order to fully support SEND pupils and their families and to aid school inclusion. Access arrangements are made for pupils with SEND to ensure that they can access exams and other assessments. This will be based on individual need. The class teacher will be responsible for ensuring that all tests and assessments are inclusive for all pupils where relevant.

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

Supporting pupils moving between phases

We will share information with the school or other setting where the pupil is moving. We will agree with parents/carers and pupils which information will be shared as part of this.

Liaison with Other Schools

- The Early Years Foundation Stage Leader liaises with nursery schools and pre-schools to discuss children with SEND prior to them starting in the Foundation Stage, when appropriate
- The Inclusion Manager/SENCO liaises with the Inclusion Partner and parents to discuss children with SEND when appropriate
- The Inclusion Manager/SENCO contacts the previous school of any child with SEND entering the school at a point other than Reception to manage an effective transition and induction.
- The Inclusion Manager/SENCO contacts receiving schools for all children with SEND to ensure the process of transition is smooth and that the receiving school has all relevant information. In addition, we are always willing to be consulted by receiving schools at any point after a child has transferred if we can give assistance to support the continuity of their development.
- The Inclusion Manager/SENCO works with other SENCOs to share good practice and training sessions.

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

All 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.
All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil would be excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

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

- Open door policy to talk with SENCO, Pastoral Lead, or other members of staff regarding any worries etc.
- PSCHE and RSE curriculum
- Following our Behaviour Policy consistently

Supporting Pupils at School with Medical Conditions

Children and young people with medical conditions are entitled to a full-time education and they have the same rights of admission to school as other children. In effect, this means that no child with a medical condition should be denied admission or be prevented from taking up a place in school due to circumstances in relation to arrangements for their condition.

Pupils at school with medical conditions in terms of both physical and mental health, are supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential. The Governing Board ensures that arrangements are in place for the school to support pupils at school with medical conditions.

School leaders consult health and social care professionals, pupils, and parents/carers, to ensure that the needs of children with medical conditions are effectively supported this may include pupils with long-term and complex medical conditions who require on-going support in relation to the administration of medicines and /or their personal care needs during the school day to manage their condition. It also includes others who may require monitoring and interventions in emergency circumstances. It is also the case that children's health needs may change over time, in ways that cannot be predicted, sometimes resulting in extended absences. In these cases, the child's needs are assessed, and where necessary, additional support is put in place.

Some children with medical conditions may be disabled. Where this is the case governing bodies **must** comply with their duties under the Equality Act 2010. Some may have special educational needs (SEND) and may have a statement, or education health and care (EHC) plan which brings together health and social care needs as well as special educational needs provision. For children with SEND, the DfE states, this guidance should be used in conjunction the SEND code of practice (2014).

Individual Health/Medical care plans (and their review) may be initiated, in consultation with the parent/carer, by a member of school staff or a healthcare professional involved in providing care to the child. Plans should be drawn up in partnership between the school, parents, and a relevant healthcare professional, e.g., school, specialist, or children's community nurse, who can advise on the particular needs of the child.

Accessibility

The school is accessible to all pupils and parents/carers. Reasonable adjustments are made to cater for individual needs as necessary. Larger scale works are discussed/planned with the LA as necessary. Refer to the Accessibility Plan for further details.

Monitoring and Evaluation of provision for children with SEND

In order to make consistent, continuous progress in relation to SEND provision the school encourages feedback from governors, staff, parents/carers, and pupils during the academic year. Parents/carers, governors, staff, and pupils are given an opportunity to evaluate the effectiveness of provision by means of a questionnaire collected at parent/carer evenings.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice 2014. The school has an open-door policy where parents/carers can access the Inclusion Manager/SENCO and class

teachers regularly. Further feedback from parents/carers can be given at any time through email/telephone contact through the school office.

The Inclusion Manager/SENCO reports formally to the Governing Board at least annually.

The SEND governor monitors SEND provision and meets with the Inclusion Manager/SENCO regularly.

Training and Resources

The school keeps staff up to date with relevant training and developments in relation to the needs of pupils with SEND. The school seeks the support of the Local Educational Psychology Service, Specialist Teachers, or other relevant training providers when a need for specialist training is identified. The Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEND cases.

The Inclusion Manager/SENCO attends regular update meetings by the Local Authority and local cluster groups.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Inclusion Manager, Mrs Nicole Ward in the first instance. They will then be referred to the school's complaints policy.

The parents/carers 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

Contact details of support services for parents of pupils with SEND

Information can be found in our school offer, which is on the school's website under the SEND page.

Monitoring arrangements

This policy and information report will be reviewed by the Inclusion Manager/SENCO **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.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Management
- Child Protection
- Equality information and objectives
- Health, Safety & Welfare
- PSCHE
- Supporting Pupils with Medical Conditions
- Whistleblowing

Confirmation that the SEND Policy in respect of Upshire Primary Foundation School has been discussed and formerly adopted by a meeting of the Governing Board